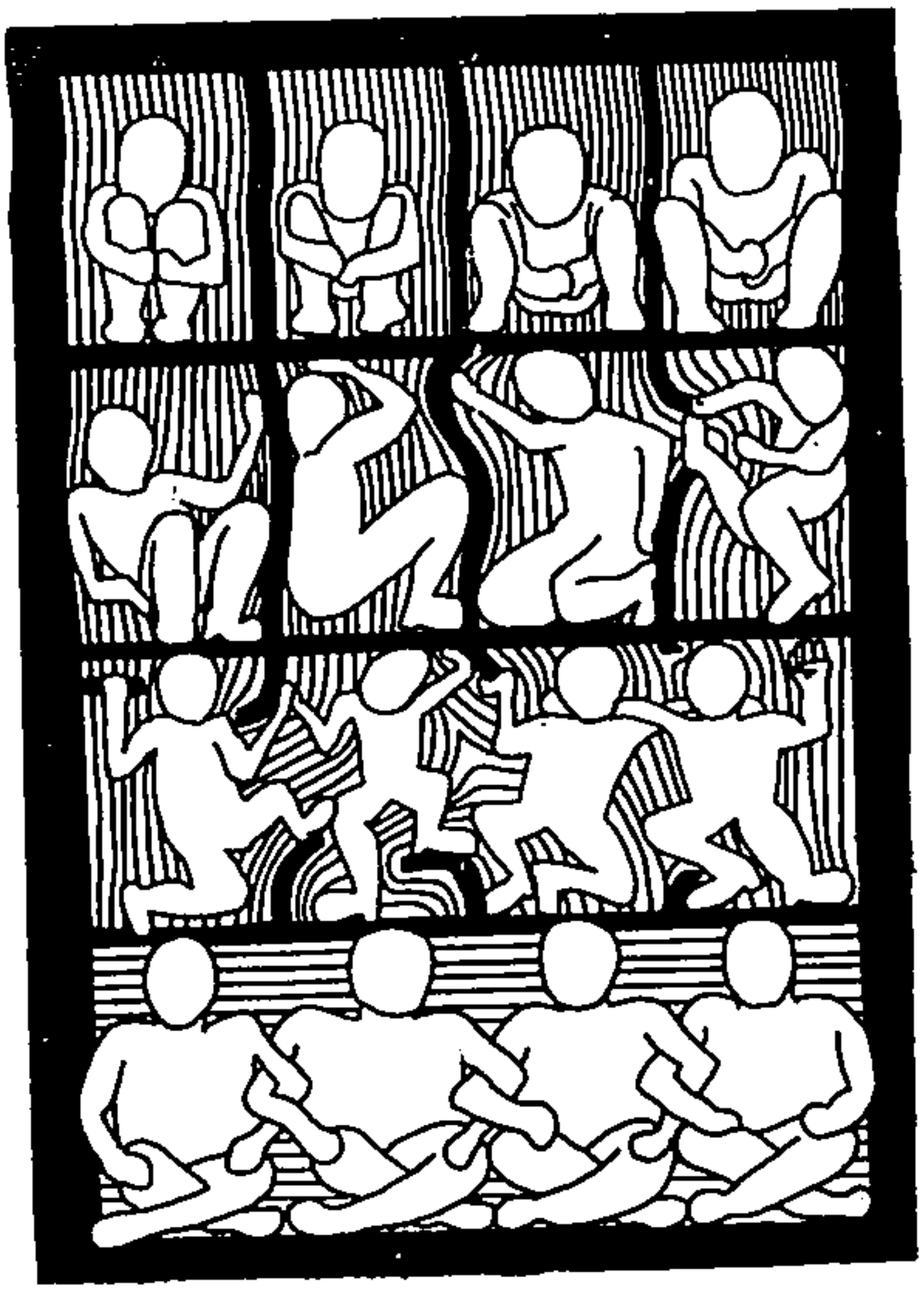
NATIONAL STUDENT DAY
NOVEMBER 9



LAMBDA

Nov 9

NATIONAL STUDENT DAY
NOVEMBER 9

LET'S LOOK AT OUR EDUCATION

lambda

THE SECOND PAGE

MEET SUNLIFE IN SUDBURY THEY'RE VERY GOOD TO KNOW

The people from Sun Life are very good people to know if you want to know how to protect your future without ruining the present.

You won't find anyone more interested, understanding or helpful than the people from Sun Life. Get to know them this year.

HELMUT M. MALISTE
B.SC.

GORDON G. TOKARYK
B.A. B. COMMERCE

Looking at art

raymond lalonde

What really grates my teeth about we the students of Sudbury is our total ignorance about art. The little we do know comes from documentaries on television about foreign art or what we may read in the American Time Magazine.

Well, people of Sudbury for as limited a price as two hours a week, you can teach yourself a great deal on Canadian artists, and regional creative people in particular. The next time you go shopping or drinking STOP and VISIT one of our local art display areas.

WHERE: La Gallerie du Nouvel-Ontario - 10:00 to 16:00 (behind the Holiday Inn in La Slague building)
The Rothman's Center 10:00 to 17:00 (across from Four Corners-Paris at Regent)
The Laurentian Arts Museum(John Street, turn right on Paris before bridge)
Sudbury Theatre Center 10:00 to 17:00 (Frood Road, INCO building)
The Artisan (across from J ackson and Barnard on Larch)
Sudbury Paint and Wallpaper (on Elgin beside the Prospect Hotel)

Surprised at the number of places you can visit? Well you haven't seen anything yet! As part of your educational process, you can give yourself a very good basic knowledge on art, be it sculpture, painting, macrame, lithographs, many things. In time you can even learn to appreciate some of our Canadian cultural history, which by the way is very very rich.

As a side story, I went to see the paintings and sculptures at the Sudbury Theatre Center on Wednesday displayed by a Hamilton gallery. Well there was A.Y. Jackson, Maurice Town, Maurice Cullen, Bellefeuille, MacDonald, Jack Bush, Shadbolt, Coté and Riopelle. Well to me, a cultural illiterate, these names meant little or nothing but Jean-Paul Riopelle's "Composition" was excellent so I asked who he was. I found out he is THE Canadian painter recognized by Europeans. His paintings hang in galleries and museums throughout Europe. Well me, little Sudbury boy that I am, I learned something new about my people and I'm happy.

And all on two hours a week. Go out and learn Canadian art is inspiring and its in Sudbury.

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DAILY NEWS

"Violence has its place" A.I.M. leader

By Joan Shields, CUP

OTTAWA (CUP) -- "I had to decide six years ago, when I joined the Movement, if I was ready to die for my people. It may be hard for you to understand but I feel so strongly about the survival of my culture that I am prepared to die."

These words are usually associated with freedom fighters in Argentina or the jungles of Africa, but strangely enough they came from a man sitting in an office in sleeply downtown Ottawa. Not so strange is the fact that the man is Alex Akiwenzie, National Co-ordinator of the American Indian Movement (AIM) in Canada for the past two years.

AIM is a radical grass roots organization fighting to preserve the rights and culture of natives in Canada, Akiwenzie says it's impossible to estimate AIM's membership, but he knows there's strong support for the movement in most Indian communities.

AIM has been synonymous with militancy and reservation occupations and in the press, but Akiwenzie says the stories are usually one-sided. When roadblocks are spontaneously set up on a prairie highway by Indians fed up with police harassment and a confrontation with the provincial police ensues, AIM will likely be called in to give advice or send reinforcement AIM's role isn't to instigate violence; instead it functions like a watchdog to ensure that Indians have a fighting chance when confrontations occur.

Given the present status of Indians AIM dosen't shy away from violence wither.

"When a logging company puts a road through a reservation and destroys the land we live on, that's violence. We're only responding to the treatment we get," says Akiwenzie

"Whites only respect two things; money and violence. Indians don't have money, but we sure have the threat of violence. Violence has its place; we respect it, and don't abuse it. It's the only thing we have going for us," he says

These kinds of statements have led the Defense department to list "red power" asone of the most serious threats to national security. According to Akiwenzie there is "quite a bit of RCMP infiltration in AIM" & AIM leaders fear for their personal safety.

"I'm not paranoid, I got over that in my first year in the movement. I take a few precautions so that accidents won't happen though. Even if it's 4 in the morning and I'm about to cross a street, I'll wait for the green light."

AIM takes a different stance from other native organizations by refusing to take money or orders from the government.

"You can't bite the hand that feeds you," says Akiwenzie. He says the money that's poured into government-sponsored native groups does moe harm than good.

"You can't trust the government. My people have a history of signing a treaty and shaking hands with the government and as soon as we turn around we get stabbed in the back, he says.

Akiwenzie is leary of any deals with the department of Indian affairs and complains about their patronizing attitudes and red tape.

"When some flunkie phones me and says 'the minister says' I just tell him that the minister can phone me himself and not have someone else telling me what he wants," As a result Akiwenzie says, "the department of Indian affairs hates AIM's guts."

Akiwenzie is bitter about the natives who come to Ottawa and work as small bureaucrats for Indian affairs.

"When they first come they're full of good intentions, but soon they don't want to jeopardize their $20,000 salaries and their cocktail receptions. They forget that brought them to Ottawa in the first place -- the poverty of their family and community back home."

Working for the past few months in Ottawa himself Akiwenzie says you can't sell out if you're going to be an effective leader in the Indian movement.

"I scrape by on very little money, I don't drink, smoke or go to parties. As a representative of AIM, k there are a lot of people just waiting for me to make a wrong move to discredit the organization."

The greatest personal hardship in giving his complete commitment to AIM is not being able to support a family.

"I've lost two women to the movement," says the 27 year-old Akiwenzie. Home is a reservation outside of Owen Sound, Ontario.

A confusing point, AIM Canada is completely separate from AIM in the U.S. One of the most visible differences is that the American movement has a lot more money.

When you ask for a donation here, you're lucky if you get $2.,says Akiwenzie. As a result, AIM Canada can't afford an office or any other basic necessities, and some of Akiwenzie's time is spent fund-raising.

Another difference he sees between Canada and the U.S. is the subtlety of Canadian racism.

"People think that Canada is a very free and open country and that racial discrimination dosen't occur here like in the States in Canada people don't come right out and say they don't like you -- you find out later. At least in the States you know where you stand."

American Indians are also known for looking more militant. "I have long black braids, wear animal teeth around my neck and carry a cane -- sometimes, I'm mistaken for an AmericanIndian," he says.

Akiwenzie has been studying Indian philosophy for the past few years and says ironically: "Even though I'm an Indian I didn't grow up with a knowledge of my own culture. My parents didn't teach me to speak Indian because you got beaten if you spoke it in school." Now when I go into reservations I sometimes have to take an interpreter along to talk with the older people.

"One of the big differences between native and European cultures is seen in the evolution of our language. In Indian there are no words meaning 'I' and 'mine'. Indians have a collective culture and express themselves in terms of 'our'."

By studying history, Akiwenzie finds insight into radicalizing the essentially peaceful Indians today. "When the Europeans first came over they slaughtered the Indians. They had the guns and an organized military power -- Indians wouldn't think of wiping anyone out. It's the Europeans who were the savages. Even now with all the poverty and discrimination, Indians are only interested in what goes on in their reservation. They'll only take action if someone is about to know their door down and kill them."

Akiwenzie says he became interested in militancy through personal experience rather than reading books by revolutionaries like Mao and Che Guevara. He says it's odd that white students can become involved with struggles taking place in the Third World and not focus on what's happening to the native people in their own country.

"Africa and Asia are thousands of miles from here -- it's important to solve what's happening in Canada," he says.

Akiwenzie says it's up to white students to take a position on the native question and lobby to have some laws changes if they don't want to see the annihilation of the Indian people in their lifetime.

"The destruction of the Indian culture happened generations ago, but students can't blame it on someone else forever. They can become aware of the reasons why it happened. Even if a student gave a small contribution every month to a native group, a lot more could get done."

Akiwenzie used to speak at universities but gave up when he realized " no one was really listenening to what I was saying."

Akiwenzie quickly sums up his reasons for working with AIM. "As an Indian, I would rather be killed than sell out. Whites have already sold out -- they don't know what's happened to them. Indians are being killed mentally, culturally, and spiritually. I don't want to see that continue."

CANADIAN STUDENTS PARTICIPATING IN NATIONAL STUDENT DAY

OTTAWA (CUP) -- If preliminary reports are accurate, students from most parts of Canada will be focusing on the major problems facing post-secondary education on Nov. 9.

The event is National Student Day (NSD) which student leaders decided was the best way to demonstrate student concern about cutbacks in education funding, tuition hikes, decreasing financial aid for students and record high student unemployment, at the National Union of Students conference last May.

The nation-wide activity was subsequently adopted by most regional and provincial student organizations as their respective conferences. But NSD has been conceived as a local "grass roots" effort -- so the emphasis has been on individual campus initiative, with coordination at the provincial and national levels.

Regional and national coordination consisted mainly of poster, pamphlet and leaflet campaigns on the major NSD themes. Locally, campuses have been preparing their won seiries of seminars, workshops panel discussions, media relations, and even radio talk shows.

Student leaders have been careful to emphasize that NSD is to be a "day of discussion" or "day of concern" and not a "day of protest" as some have termed it. There are to be no pickets or demonstrations, although coordinating committees has dome trouble defining what constituted a minimum of activity for the national day of concern.

The national coordinating committee found it necessary to criticize delegates at the NUS fall conference in October for relying too heavily on national direction and not instituting campaigns of their own.

As it now stands, provinces from British Columbia through Ontario all report extensive preparations on the major campuses for NSD, although Manitoba appears the weakest in provincial strategy. Wuebec is uninvolved, due mainly to a lack of coommunication between l'Association National des Etudiants du Quebec (ANEQ) and the other student organizations for the past year.

The Atlantic region remains; the weakest centre of activity of those student organizations involved in NSD At its conference OCt. 31, the Atlantic Federation of Students, representing student unions from New Brunswick, Nova Scotia, Prince Edward Island nnd Newfoundland, finally endorsed NSD but discovered most delegates has done little work on their campuses.

The Ontario Federation of Students will present a lengthy "Declaration of Principles" to the provincial cabinet while Universities and colleges across Ontario host their activities Nov. 9, according to OFS staff member Dale Martin.

The University of Toronto plans a "fairly e substantial all-day event", and the student union there hopes to meet with the minister of colleges and universities Harry Parrott.

Parrott is scheduled to address students at the University of Western Ontario, which recently voted to drop out of OFS, on the Morning of Nov. 9.

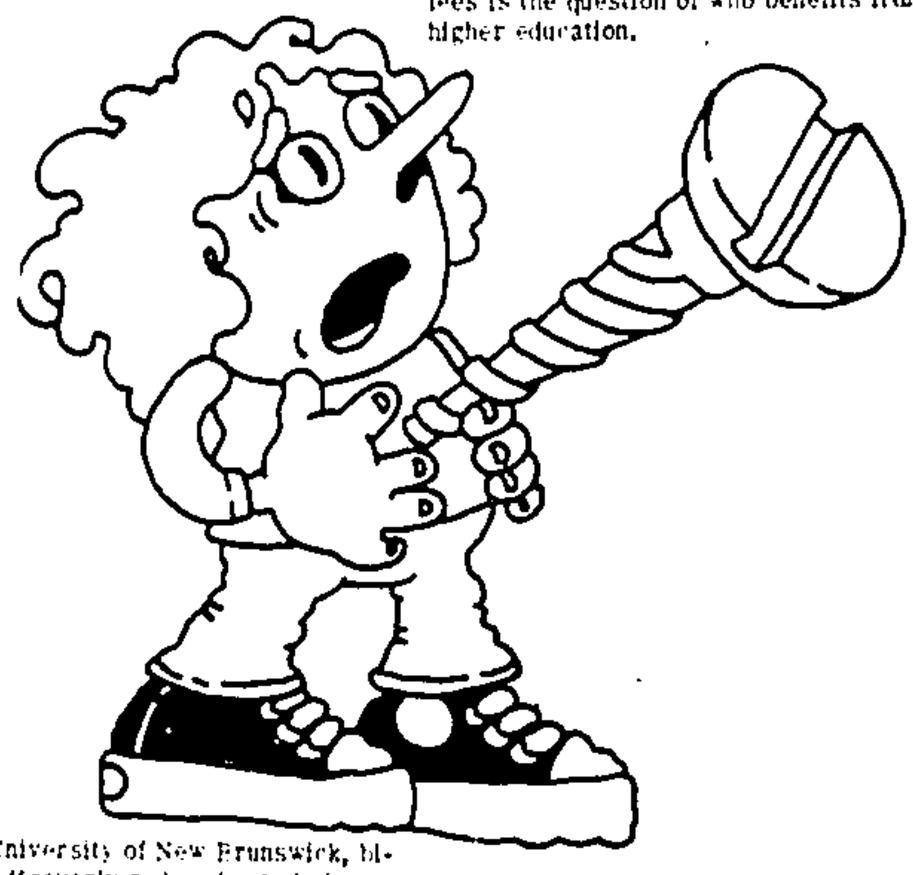
Bay has little planned for the day because the student union is withholding fees from NUS and the student president is trying to pull his organization out of student politics.

Humber College in Toronto and Fanshawe College in London have both a full slate of activities planned, but most of Ontario's 22 community colleges, unrepresented in either OFS or NUS, are not involved.

The Ontario federation is releasing a package of information to the provincial cabinet, and student unions across the province will release these packets to local MP's MLA's and the media, according to Martin. The unions will also be asked to write an accompanying letter on their local situations., he said.

Inflated fees - peril to universal accessibility

Alberta colleges, universities and technical institutes have implemented 20% to 150 % increases in tuition fees for 1976-77 and have indicated that fees will rise again in 1977-78. The increases were announced after the Alberta government imposed an 11% ceiling on growth in operating grants for post-secondary education.



The University of New Brunswick, blaming a "severly reduced rate in increase in provincial government financial assistance, "has raised its fees 10% this year.

The University of Manitoba increased its fees by an average of 9% for 1976-77. However, in many faculties, the increases were much more substantial. Dentistry, for example, increased its fees by 27%, raising them from $550 to $700.

In May, with students off campus, the Ontario Minister of Colleges and Universities announced a 200% increase in university and community college fees for foreign students. In addition, universal fee increases are expected to be instituted for the 1977-78 academic year following the publication of the McKeough-Henderson Report in late 1975, calling for a phased 65% increase in fees.

Nova Scotia has moved to "standardize" its tuition fees raising them up to Dalhousie University's level - the highest in the country. A 1974 Royal commission had recommended an average 150% increase in fees, even if this meant a 30% decline in enrollment.

Students in Newfoundland, Prince Edward Island, Saskachewan and British Columbia are also paying higher fees this year. Only in Quebec have there been no changes.

This is the picture facing post-secondary students around the country this fall.

Why is this happening?

When, tuition fees have generally been stable in the last few years, why are students now faced with such increases?

WHO BENEFITS?

The take-off point in the debate on the existence of (or the increase in) tuition fees is the question of who benefits from higher education.

The Ontario Economic Council in a special report on education this year, puts it this way:

> It is probably not possible to determine, with any degree of precision, the proportion of the benefits of post-secondary instruction that are private as distinct from public. - that accrue solely to the student as distinct from being employed by the community as a whole. Nevertheless, as discussed earlier, the Council is of the view that the level of private benefits generally increases as one moves up the instructional ladder - primary, secondary, post-secondary and, finally, graduate and professional This implies that the proportion of instructional costs borne by the student should be higher at the higher levels. It is the Council's view that the proportion of instructional costs now borne by post-secondary students is too low . . .
>
> The financial benefits of post-secondary training to the individual are usually identified in terms of "improved access to employment opoortunities, greater likelihood of achieving positions of prestige and importance, and increased income over one's working life." (Oliver Report, Manitoba, 1973). In other words, a student should pay some money as a form of individual investment (cost) for financial benefit expected after graduation.

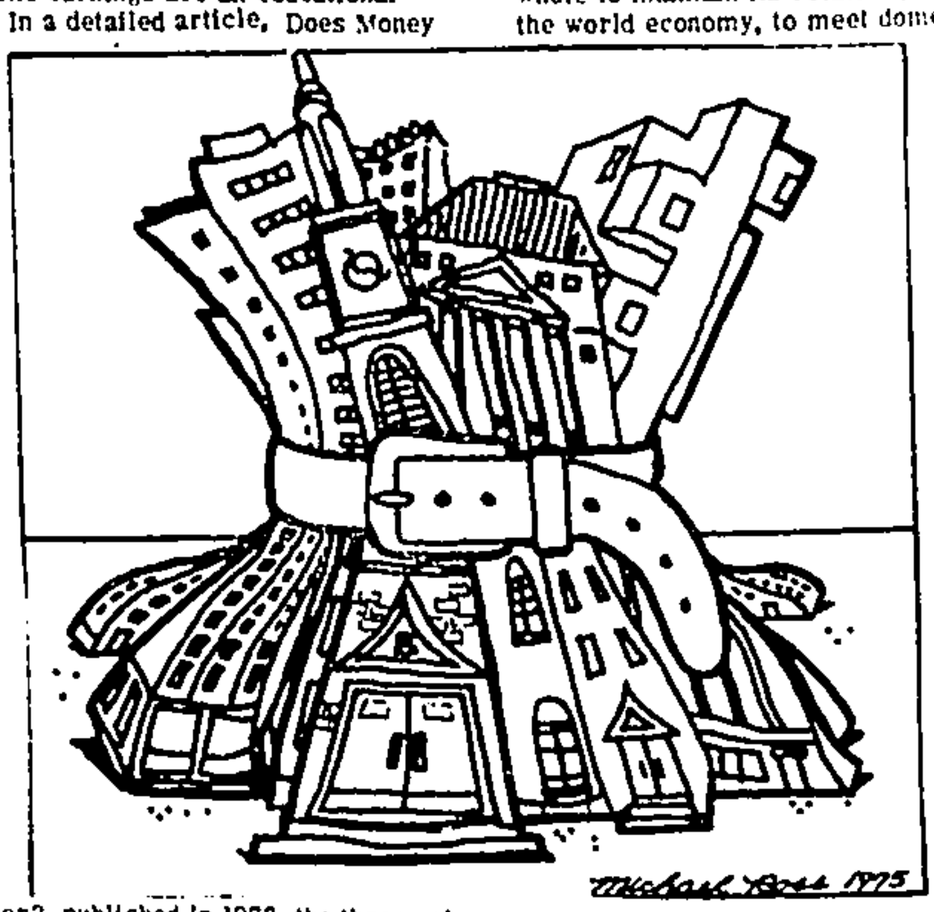
This argument tends to overemphasize the individual benefits from higher education. While it may have been true in the past that college graduates received a higher life-long income, it is clear that, given the current state of the economy, the individual beenfits of a higher education are by no means guaranteed. A 1971 Manpower survey reported a 28% drop in demand for graduates with bachelor degrees.

Does this reasoning mean that a general Bachelor of Arts graduate should have his/ her tuition refunded, when the graduate finds that his/her education does not lead to a high-paying job?

Lynn Williams, district director of the United Steelworkers of America, suggests an alternative - let a progressive income tax system take care of those graduates who do benefit financially from their education. In a minority report, in the Ontario Economic Council paper cited above, he wrote: "the acknowledgement of private gain should be collected in career tax payments and other such contributions to the common wealth."

There are other costs and benefits that are not considered if we only look at the post-graduation income. When the student is in school, he/she is not working and not receiving a wage. This loss in potential income is called "foregone earnings."

Marian Porter, John Porter and Bernard Blishen, three sociologists, argue that "foregone earnings are an educational cost." In a detailed article, Does Money Matter?, published in 1973, the three calculated that when both tuition and foregone earnings are considered COSTS, the student's actual share of total education costs is 55%.



Moving away from a purely monetary perspective, the cost-benefit debate considers the "spiritual" or "moral" benefits of higher education. The educated individual enjoys the private pleasure of intellectual development and appreciates "the better things in life." He/she should pay for such assets that are privately enjoyed. Or so the argument goes.

Such an approach is a little narrow. It does not consider how much an educated citizenry contributes to the general cultural and political life of the country.

THE CORPORATE SECTORE

While considerable time has been spent debating the individual vs "social" benefits derived from post-secondary education with a view to ascribing that appropriate proportion of the cost, little or no consideration is given to the "corporate" benefits and their appropriate level of cost sharing. In fact, rarely if ever does one see the corporate sector appear on the scale.

There can be no doubt that post-secondary education makes a massive impact on corporate income levels (many would argue that it is the determining factor). Without a highly educated work force - without people capable of making complex decisions, operating complex machinery, designing, researching, teaching, healing, communicating, etc. - this relatively advanced industrial society would grind to a halt. With it would go all corporate income. Less dramatically, the corporate sector depends on a constantly increasing level of education in society as a whole to maintain its relative position in the world economy, to meet domestic demands and to meet its own future needs. Quite simply, higher education is probably the most vital independent variable on the corporate ledger.

The question that must now be asked is

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Unemployment-spectre haunting students

UNEMPLOYMENT

The salary advantage of post-secondary education has been dropping -- in the United States (where the slump has been measured) the "college advantage" went from 24% in 1969 to 6% in 1976.

A summer survey of Carleton University students revealed that those from families earning less than $10,000 had an 11.9% unemployment tate, compared to a 7.4% rate for those from families earning more than $20,000.

Private businesses had 1,513 executive and professional job openings on June 30, 1976, a 43% decline since the beginning of the year. Seven MBA's were among the 45 who applied for a warehouse foreman's job.

By July 30, Canada Manpower Centres for Students had found less jobs for post-secodndary students than had been found a year learlier -- 16.5% less in the Pacific region, 12.6% in New Brunswick. This came on top of the loss of 30,000 federal jobs for students.

Almost half of Canada's unemployed workers, and about 50% of the Canada Manpower Centre clients, are below age 25. The unemployment rate among young people is much higher than that of "prime age (25-45) members of the labour force -- usually between 75% and 125% higher.

This is the kind of job market that faces an increasing number of students, during the summer or after graduation. It has caused people to choose (and switch) courses and programs in a search for post-secondary training that will ensure worthwhile employment

What has made unemployment a problem that few students can safely ignore?

Experts do no agree on the cause of Canada's high unemployment, but they point to several trends.

The Canadian labor force has grown rapidly sinceel /61. The increase in the number of women (89%) and young (91%) workers far exceed that of men (39%). The labour force growth enabled the Candian economy to be more productive than all western indistrialized countries except Japan and France.

One source of labour force growth was unstoppage -- the "baby boom" demographic bulge in Canada's working-age population. Changing social conditions have also placed a role in labour force growth. Women are now more willing to work than had been customary. Young people no longer feel that they must complete their schooling before finding full-time employment.

Families have stopped relying upon the head of the household for the family income. There are supplementary family income earners, usually women and young people, who find temporary or part-time work. The growing services sector of Canadian industry provided the jobs for these supplementary wage-earners, jobs w which are often low-paying.

The rapid labour force growth grabs attention, but is not a "sole cause " of unemployment. Indeed, 1963-67 were the years of fastest labour force growth and lowest unemployment rate. The supply of workers was met by the demand for workers.

A slowdown in industrial growth or government growth will produce unemployment, especially when the labour force is growing. Such a slowdown has been going on in both the public and private sectors of the Canadian economy. The recession reduced corporate growth, making unemployment a potential probelem. Government has tried to end inflation and recover from the recession by cutting back its own expenses, making unemployment a real problem.

Another factor, which has received little attention in Canada, is the job dissatisfaction and alienation which results from highly-specialized work. A by-product of technological advances, such work is often dull and routine, without scope for personal initiative. Specializaton makes it difficult to find a suitable job, since job requirements are more specialized. Alienation makes people more selective about choosing work, and less willing to keep a job.

Regardless of its cause, unemployment causes hardship for individuals, and instability for the national economy. The Federal Work Ethic study found that "Canadians are committed to work." Canadians view work as the most importatnt way to achieve their goals and find personal fulfilment, that study revealed. The Conference Board of Canada reported, this spring, on the economic effects of unemployment. One percent of unemployment represents the loss of $8 billion in gross national product, including $3 billion in government revenues. Unemployment is, then, a social problem and an economic problem.

THE ROLE OF GOVERNMENT

Only governments can deal with a problem as large and complex as unemployment. There are a wide variety of public programs to relieve or remove unemployment, but these programs can be directed toward the social problem of unemployment, or towards the economic problem of unemployment.

The social problem is resolved when there are jobs available for every Canadian who needs and wants work. Using the words of Manpower and Immigration Minister Bud Cullen this approach aims to create "the dignity and personal satisfaction provided by real and worthwhile jobs, and an earned income higher than unemployment insurance benefits."

Resolutionof the economic problem comes when the economy is stable. Stabilization involves artificial increases or decreases of economic activity, to counter fluctuations. Again, quoting Mr. Cullen, the federal government feels that with this approach, employment programs must be "compatible with the restraint of expenditures, moderation in the increase of the money - supply, and the avoidance of massive inflation-stilmulating deficits."

An employment program, regardless of direction, has both social and economic impact. Its timing, strength, etc, are factors that the government's direction affects. A program designed to meet economic goals need not meet the problems of people it affects directly. Only some government programs are used for economic purposes, since the social and politkical pupose of others is felt to be too important to let economic priorities interfere. An example is military spending which is an important economic weapon of the U.S. government, whereas Canada does not use its military spending for economic aims.

Most government programs that deal directly with unemployment are people-orelnted. They influence one's life immediately, rather than filtering through the economy - receiving unemployment insurance benefits, getting a government-created job, being paid an allowance to upgrade one's own work skills. Do unemployment programs have such a profound effect on the lives of those who need them, and lack of wortk such a disastrous effect, that those programs should not be turned on and turned off in response to general economic policies?

The unemployed, and unemployment, are dealt with through so many programs that not all of them can be discussed here. Instead, the rest of this paper describes the role, and debate about, some of the problems: which are of particular interest to students.

HIRE-A-STUDENT

The image of a student "working her way through college" reflects the public and private sector custom of offering students summer work to fill seasonal job vacancies and to provide the summer earnings needed to pay for post-secondary education.

The custom is encouraged by government's hire -a-student campaigns. These campaigns' performance is not evaluated. (Imagine trying to separate each reason an employer has for hiring students) For two year the federal government campaign has been directed at students more than employers, urging them to consider low-paying and short-term work. One press release implied that a 14-week job was "the impossible dream".

The hire-a-student campaigns usually stress casual employment, giving rise to the educated guess that employers decide how many regular summer jobs will be available on the basis of their manpower requirements, not in response to a government advertisement, i.e. only casual jobs can be opened up by the campaigns. The usefulness of these campaigns comes into question, therefore, since only slightly more than a quarter of the jobs filled by Canada Manpower Centres for Students were casual employment (117,122 regular, 41,268 casual, by July 30, 1976.)

Jobs offered through the student centres are filled at a much better rate (about 97%) than jobs offered through the regular manpower centres (about 70%). This lets the student centres, and the hire-a-student campaign, avoidk assessing the value of jobs offered to students. Vacancies at struck plants are filled through these centers, and

(con't on page 14)

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laurentian university sudbury, northern ontario.

English Dept takes out contract on students

LAMBDA: You're taking first year English?
STUDENT: "Right".

LAMBDA: Were you required to sign any document beyond normal registration forms.?
STUDENT: "Yes".

LAMBDA: What was it?.
STUDENT: It was an agreement between the English department and the student.

LAMBDA: What was the agreement that you signed exactly?
STUDENT: "It stated that we would attend every class for the entire school year."

LAMBDA: Did you have to sign it?
STUDENT: "We were told to read it and sign it."

LAMBDA: Was there any discussion?
STUDENT: "No, we were all first year kids. No one knew each other; we trusted our proff. We didn't think anyone was out to screw us."

LAMBDA: Where you asked to sign anything similar to this in any other course?
STUDENT: "No. In other classes we were treated like adults. Our course is boring, our prof is boring and we're being forced to be his/her audience."

LAMBDA: Do you know if second, third or fourth year English students have had to sign this or a similar agreement?
STUDENT: The first year students had to sign it but I've never met any upper year students who had to sign it."

LAMBDA: What's the difference between first and other year students? Why should only first year students be treated in this manner?
STUDENT: They knew we were ignorant of how the university was run and knew they could get away with it."

LAMBDA: What happens when you miss a class?
STUDENT: "I haven't had a problem but a student in Jack Lewis' class was reminded in front of the class of the agreement when he was five minutes late."

LAMBDA: Well, what happens? Do you have to get a notefrom your mother?
STUDENT: Jack Lewis said he would accept a judges writ or a doctor's certificate only."

LAMBDA: Are you sure? That sounds ridiculous.
STUDENT: Ask the student in his class why should he lie?

LAMBDA: Well, Senate regulations require a student be at 80% of his classes.
STUDENT: First year students didn't know there was a Sentate.

LAMBDA: We've heard there was a discussion on the marking scheme.
STUDENT: There was no discussion. It was our first class. Actually we had to sign two documents.

LAMBDA: Could we see the agreements?
STUDENT: I don't have it. No one else, no student that is, has a copy of the agreement.

LAMBDA: Don't you think you should have at least gotten a copy if you were required to sign it?
STUDENT: Yes, we should have. Even a candy stores gives you a receipt. We don't know enough to ask for it.

LAMBDA: Where are all the agreements?
STUDENT: There was only one in our class.

LAMBDA: Who's the jerk who dreamed up this?
STUDENT: I don't know but I think the chairman has OK'd it.

LAMBDA: The only agreements that we have heard of previously between students and profs are marking schemes, i.e. essays required, exams and the weight each will be given.
STUDENT: No, the agreement didn't say anything about that except that we had to have the material in on time. It's really difficult to find out because we don't have a copy. I'd love to ask for it (the agreement) but it might affect my work. They have us all intimidated.

LAMBDA: This sounds really oppressive. Why don't you just drop the course.?
STUDENT: It's required for the program. I want to take. I'd love to drop it. A lot of other students are in the same position. These field marshals have us in a corner.

LAMBDA: What do you plan to do about it?
STUDENT: Well, I've been accepted at Waterloo, they are on a trimester system. If I knew it was going to be like this I would never moved to Laurentian. I was warned about the English department, in fact, I was told I would be intimitated, but I figured they were exaggerating. I didn't believe this kind of instruction could really go on in a university. I had more creative freedom in High School.

LAMBDA: In this Contract, you signed, what did the English Dept. agree to do?
STUDENT: Nothing.

NATIONAL STUDENT DAY

PARTICIPATE

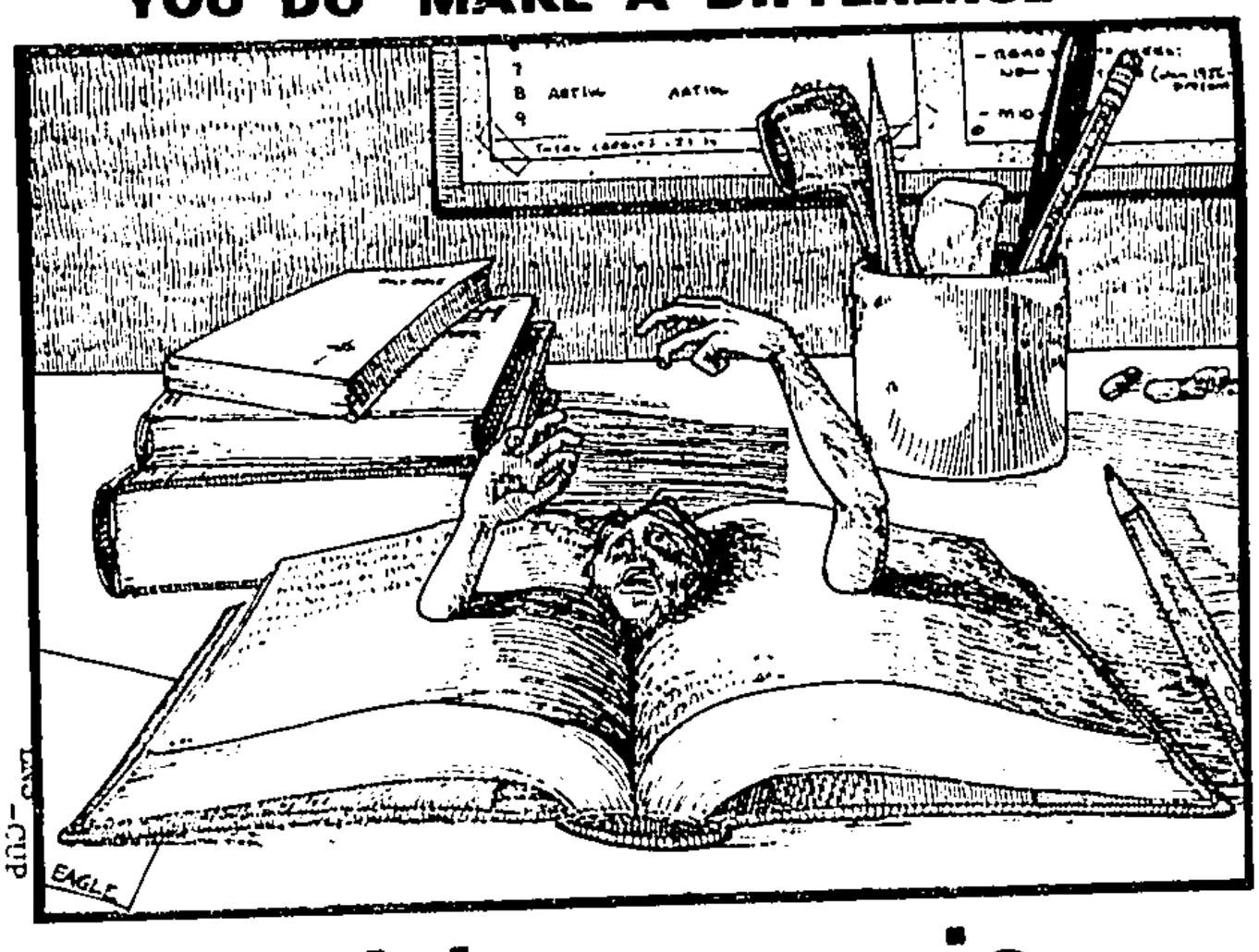
TUESDAY NOVEMBER 9

The opportunity to discuss important issues comes on November 9th-National Student Day. It is not a student day of protest, but rather one of massive education. It is the chance for all students to discuss such relative issues as tuition fees, unemployment, housing, and the quality of Canadian education. It is an opportunity to examine various views on these and other issues, and to make decisions concerning what kind of education we want, what kind of university and what kind of society.

In addition, not just students, but all members of the university community will have the opportunity to articulate their views on our present educational system, and their concern for the existing social and economic conditions in Canada.

Here at Laurentian, the N.S.D. task force has been busy preparing for the November 9th day. Various workshops will be held throughout the day, as well as an afternoon plenary. Although there will be some outside speakers, we hope to draw in as many resource people as possible from within our own community. We are strongly urging all students to attend as many workshops as possible. For those who find it necessary to attend classes, we are asking that each professor use his/her class to discuss the question of education, from the aspect of their discipline.

YOU DO MAKE A DIFFERENCE



with a movie

SCENES DE LA VIE CONJUGALE

SCENES FROM A MARRIAGE

Suèdois. 1973. 168 min. Drame psychologique écrit et réalisé par Ingmar Bergman
Interprètes: Liv Ullman, Erland Josephson, Bibi Anderson, Jan Malmsjo, Gunnel Lindblom.

Mariés depuis dix ans, Johan et Marianne forment un couple dont l'union est citée en exemple Leur vie conjugale ne va pourtant as sans quelques tiraillements. Un jour, Johan annonce brutalement à Marianne qu'il la quitte pour s'en aller vivre avec une autre. Les époux se revoient quelques fois après cette séparation et finissent par convenire de recourir au divorce. Cinq ans plus tard, remariés chacun de son côté, ils entretiennent ensemble une liaison.

Conçu pour être présenté à la télévision suèdoise en six épisodes de cinquante minutes, le sujet a été réduit par le réalisateur lui-même pour sa circulation dans les autres pays. Il se présente comme une suite de conversations filmées en plans rapprochés où les réactions des personnages sont examinés à la loupe. Le thème du couple déjà abordé dans les oeuvres antérieurs de l'auteur reçoit ici un traitement exhausif empreint d'un certain désabusement. L'activité des observations, l'intelligence de la mise en scène, et l'extraordinaire qualité de l'interprtation font de l'ensemble une oeuvre remarquable.

Ce film présent une analyse profonde mais teinté de pessimisme des difficultés qui menacent l'union conjugale.

l'equipe lambda

lambda has rented a recorder phone so if you wish to call between 9.00 *and 6.00 your message can be recieved.
675-1151 ext. 653.

lambda,g-1 student street,is open thurs. thru mon. from 1.00p.m. till 8.00p.m.

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Editorial Page

English Contract Stinks

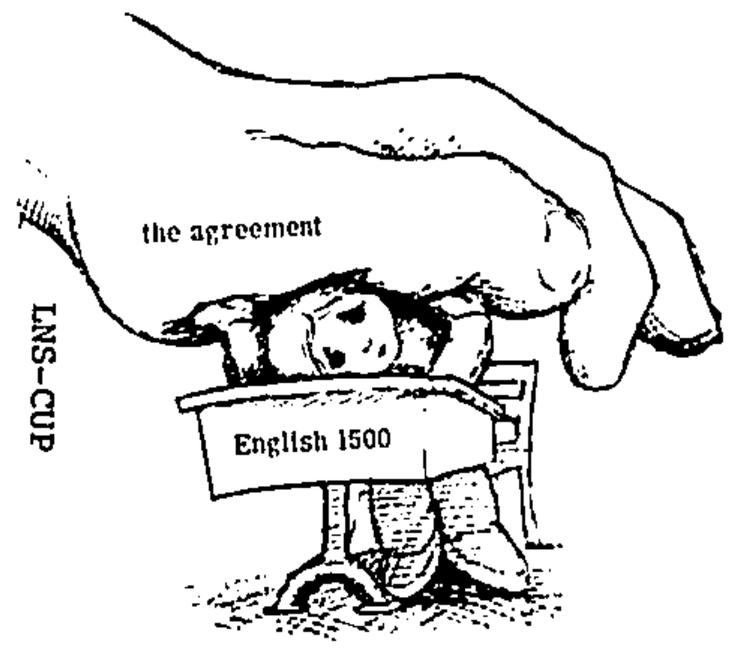
This week's front page story intimates a lot about the mentality of some profs in the English department. It says something about their attitudes towards students and towards education. The so-called "contract " between some first year English students and their department, in effect attempts to bind students into a pseudo-legal posture with their course.

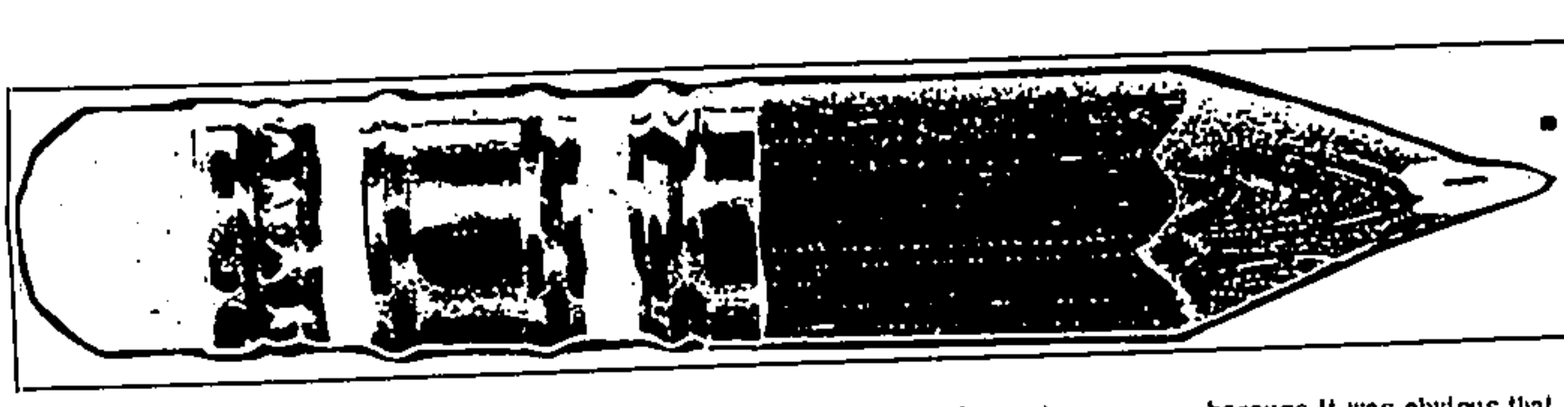
I have never come across anything so vicious and disgusting in my experience as a student. It borders on idiocy and is a genuine case of utter madness. This "contract obligation" goes beyond the regulations which Senate has approved and which themselves are often only given lip service.

Aspects of this policy are very revealing, firstly, its perpetrators obviously see their role as teachers as an adversarial one, i.e. the student is a threat to their position and hence must be bonded. The agreement presupposes that one's teaching is so lack luster and uninspiring that without the coercion of the contractual agreement their class would be as vacant as a tomb. It probably would. Since first year students are the only ones treated in this blatantly oppressive manner then it seems that in obligations. This contract is arrogant for it puts obligations on the students but none on the professors. How one can expect to learn in an atmosphere as oppressive as this is beyond reason. One can expect, however, to ingest large volumes of information and spew the whole mess back in the laps of its donors at the designated time (read exams).

The odious contract was presented to the unexpecting frosh in the first week of their classes. No doubt had they been given a chance to orientate themselves it would never have gotten past a desk.

The English department is calculating and ingenious, but it lacks integrity and obviously, faith in it's ability to inspire students. This contract disgusts me. It should be shoved back down the throat it oozed from. They have no business in their profession because their attitudes are unprofessional. To the student who is so unfortunate as to have taken first year English, they should get out. Look closely at what you are up against; do you feel threatened, you should because you are. A department as arrogant as this appears may well take delight in screwing you further. They have made a good start at it.





. . . communique . . .

LAMBDA welcomes letters from students, employees, and faculty. Pen names may be used, but the author's real name and telephone number must accompany each submission. Please type if possible. Friday is the deadline for Tuesday's publication.

STUDENTS DAY

Dear Friends,

We find National Students' day an important day of focus for students and non-students alike. The Federal Government and the Ontario Government both spend a great deal of money on post-secondary institutions, yet educational goals and objectives have never been clearly defined. Perhaps November 9 will prompt both levels of government to enter into a more serious dialogue to define what is means by a "good quality post-secondary education in Ontario". Surely the government should be setting out its goals and objectives before it determines how much money it reluctantly and begrudgingly intends to spend.

We are anticipating a discussion of student issues on November 9 and look forward to the Provincial Government's response. Surely the Conservatives cannot ignore the problems of student housing, summer unemployment, and an inadequate financial aid programme, any longer.

Perhaps on November 9 students will be able to have a serious discussion with Conservative MPP's about what kind of world College and University graduates are entering into. Students are not to blame for the loss of farmland, ravaged forests, high unemployment, industrial health hazards, high rents, skyrocketing energy costs, and pollution of our environment. Yet this is the likely inheritance.

We look forward to spending Nov. 9 on different University campuses, meeting with students and dealing with issues in an atmosphere of absolute candour. But it does not stop there. Student concerns will be raised, in the Legislature by both of us, and our Caucus Colleagues, in an effort to create a saner tomorrow.

Sincerely,
Stephen Lewis, MPP' Leader
New Democratic Party

David Warner, MPP
Scarborough-Ellesmere
New Democratic Party

LIBRARY

Dear Editor,

In response to "a frustrated bookworm", voilà a few words of explanation from another frustrated bookworm.

Library hours are periodically set by the Library and presented for discussion and comment to the Senate Library Committee which as you know counts among its membership two full time students and one Continuing Education student. At its last meeting, the 1976-77 library hours were discussed and the Committee agreed with the library proposal, which was based on past experience as well as the budgetary situation.

It is correct to state that library hours were shortened: Monday through Thursday 1/2 hour each day, 5 hours on Friday evenings (when practically no one was showing up); 1 hour on Saturday (this has mainly to do with public transportation); however, on Sunday nights opening time was extended by 1/2 hour (again because it was obvious that even such a short extension would be welcomed by the users.)

I don't think there is a real necessity for your anonymous reader to shop around because he will find that, unfortunately, libraries suffer from a financial squeeze. I am also inviting him and any, frustrated or not, bookworm to provide the library with suggestions which will improve our services.

Thank you.

Andrzej B. Mrozewski

LABOR

Dear Claire Marie,

The Sudbury and District Labor Council at the regular delegates meeting October 27 passed the following resolution:

"That the Sudbury & District Labor Council support the Laurentian University Student's General Association National Students' Day."

As a result we will be awaiting a copy of the agenda.

Yours fraternally,
Roy Edey
Executive-Secretary

RETORT

To the alienated alumnus (who hides behind ten letter words):

I am sorry that your patience has come to an end,

But all I have to say about it is "don't read my poetry."

I don't write for you alone, I write for myself, if you can't handle this scene, then stay away from it. Besides, what would g you get out of finding out my name? are you going to:

"beat me, kill me, hate me?"

as for frank ashe's writing,

I happen to find them very amusing and witty I must admit that I appreciate your opinion but it really didn't affect my life style very much

SORRY,

Miria lynn delkarl

HAPPENINGS

Nov. 12, 9:00 pm. DISCO. Poli. Sci. in Science II.

Wed. Nov. 10. 5:30-6:45 pm. Huntington Chapel. Laurentian Christian Fellowship meets for singing and Bible study of 'Mathew' 5. All welcome. Info, call Jolene. 522 - 2454. Jesus Saves!

Hlistory Society meeting in Presidents Dining Room, 2:00 pm. Wed. Nov. 10. Prof. Carley on European Intervention in the Russian Civil War. Refreshments.

WANTED: One small cassette tape recorder. Call 673 - 0868.

Christmas Banquet with Edward Bear. Dec. 11 at 6:00 pm. Great Hall. $8 per person. Tickets on sale starting Nov. 15/76. Science II Caf.Great Hall

Exasperation point

By frank ashe

Do you remember *when life began at forty*? Then it got to where you couldn't be trusted if you were over thirty. These days the optimum age seems to be about twelve, with the AP (Antiquity Point) at about twenty.

I hadn't realized the extend of thid trend until my own second decade mark came around. I can't tell you the hopes I had for this day. I would finally shake the teenage stigma. I would go to bed a shy, awkward, confused, acne-ridden adolescent and arise a clear-skinned, square-jawed, resolute and productive member of society. (Some of my friends believed they would also acquire the ability to rebuild a carburetor, play the piano, and read James Joyce without a dictionary, but I wasn't that foolish.) How was I to know I'd get up a shy, awkward, confused, acne-ridden senior citizen?

You immediately realize the people are getting older younger through the advertisements. The other night I turned on the TV and saw this pair of youngsters who couldn't have been out of braces three weeks capering around advertising denture adhesive. Then there was this little babe too young for Clearasil nipping at Geritol. (Her husband though he'd keep her; I'm not surprised. To get rid of her he'd have to put her up for adoption.) And I could have sworn I had seen the pair that were pushing that muscle-ache cream on Romper Room just the week before. It's not confined to TV either. The day after my birthday I got a brochure from one of those hotel-motel management schools. Enclosed was a picture of a class in session. The teacher looked like a refugee from Sesame Street, and she was teaching the class to fingerpaint. (I always wondered where those motel room paintings come from).

Finally my subscriptions to Motor Trend and Gentlemen's Quarterly were mysteriously cancelled, and I started getting free sample issues from Wheelchair & Passenger ("High Performance Models: Are Life Insurance Surcharges Fair?") and Geriatric Review of Fashion ("Twenty Trusses for You to Embroider!").

If it had only been advertisements, though, I might have coped by going on a liquid diet (gin) or taking up smoking (not tobacco). But pretty soon people started acting funny. I think it was the face that gave my age away; when I got wrinkles on my pimples, that was it. I wanted to go to a GP movie and the ticket seller required a cardiogram and a valid burial policy to let me in. My nephew started addressing me as "revered Ancestor". The local undertaker started dropping in on his lunch hour and calling out cheerfully, "Any news?". I hobbled into a public bathroom and saw a man at one of the urinals. His face lit up when he saw me and he started fumbling in his pants. My ego started to swell; you get to a point where you cherish every proposition. Then he found what he wanted. He whipped out a brochure and tried to sell me a retirement condominium in Florida.

I tried to come to terms with this situation by taking a little trip. When sniffing at my tube of Ben-Gay didn't do it, I though I'd do some traveling. I was undecided between Siberia and the Hindu Kush, but the idea lost some of its attractiveness when I boarded a 747 and found the pilot frantic because he'd lost his Learner's Permit. But finally I gave up all hopeof escape when I became aware of the Conspiracy.

This is a plot to take over the world hatched by a vast and devious Underground of youngsters. The older I got the more I believed it was the source of all my problems. Consider the clues: (1) The Child-Guard Cap. If you've every been dying for an aspirin while you struggle with a bottle top seemingly specially designed so it can't be removed short of explosives, and then had a smiling tot gently ease it off, you know what I mean. We perish for want of medication while they have unlimited supplies. Even the name is revealing. Turn it around and it becomes Guard of Children, which connotes to me goosestepping urchins with plastic (?) tommy guns at the ready, and makes my headache worse. (2) Movie restriction laws. "No one under 17 admitted" is one of their best. While we oldsters are rotting our minds with filth, trash, and degeneracy, they're learning jungle geurilla tactics from Bambi and psychological terrorism from Lucy and Charlie Brown. (3) Driver's License Laws. Do you see them chewing on steering wheels and getting ulcers in gas lines? Are they bankrupt from repair work? Do they slaughter each other on the highways? No! The under-sixteen's are out riding bicycles and building strong bones, muscles, and teeth for the coming revolution.

I was nipping away at my "gentle, predicatable" laxative and mulling it all over one day. They assault us through the media. They work on us in person. Finally, when they've worn us down, the skateborards will roll down Pennsylavania Avenue and that will be it. Suddenly it all came to a head. (Goodness knows, I wish I still could). I couldn't take it anymore. I found myself under the bed humming "Yesterday" and leafing through an old copy of LIFE with Barry Goldwater on the cover. Suddenly the door crashed open, and in they came, two of them, in white coats: (thrown over their Cub Scout uniforms.)

"You know too much, Pops," one of them said as they fastened the strait jacket.

As they were carrying me out, they began to talk over my head.

"How's your paper route?"' one asked.

"Not bad. Grossing about $15,000," replied the other. "But it's playing hell with my income tax."

"Yeah," said his friend. "I got promoted to the pickle table over at the drive-in, but now they want to take away my stock option."

They sighed in discouragement and I grinned my toothless grin. There's something to be said for senility after all!

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Tuition

Tuition fees began to climb in 1974, a trend that started in the poorer provinces and has been spreading to all post-secondary students with tuition fees.

The rationale varies from province to province. Some say they are cutting back, so someone else must pay the government's share. Others have commisioned reports which argue that most students can afford to pay more, so why keep fees low? Elaborate cost/benefit analyses are designed to show either that society is gaining less from post-secondary education, or that students are gaining more.

The governments' self-lobbying for high tuition has been seductive and often succeeds. They say: Tuition has provided a decreasing proportion of post-secondary education's revenue, so to maintain "parity" with government revenues, tuition should increase. This argument, like the others favouring tuition increases, is seductive because it never refers to a prime reason for keeping the fees low— accessibility.

Tuition fees are still a substantial financial barrier for lower income families and for independent students. They continue to "weed out" the crop of potential students on the basis of money, not on the basis of ability. Even assuming that post-secondary education should be of a certain size (which has not been decided), tuition fees are not a logical way to control enrollment.

The lower tuition fees of the past decade have permitted many more disadvantaged students to enter post-secondary institutions, even if they are still a disproportionately small group within the student population. Fee increases drive these students out, and the trend of rising tuition soon leads to a decrease in enrollment.

Low post-secondary enrollment poses a threat to Canada's economy and culture. The economy still needs many people trained for office, professional, service, recreation and craft jobs. Post-secondary education has capably performed the task of preparing people to fill those jobs. Extreme claims that instant national wealth follows from large-scale post-secondary education were wrong. There is however, nothing to show that national decline can be avoided if skilled personnel are not available when needed.

Tuition increases probably have a poor effect on the average quality of the post-secondary population since money matters more, brains and motivation less

Post-secondary education is still the best known method of training Canada's workers. It has done the training efficiently, and also provides students with the flexibility, rounded outlook and knowledge that an employer needs to work under conditions created by a quickly-advancing technology. Employers' preoccupation with post-secondary credentials may be mistaken, in itself. There is, however, nothing to indicate that the allocation of public resources to post-secondary education was a mistake Credentials are not needed, but they post-secondary education they represent is.

Economic reasons may be enough to show why post-secondary education is necessary, but there are also cultural reasons. A sense of Canadian identity, awareness and knowledge of one's social and physical environment, appreciation of one's personal worth — these are qualities that post-secondary education provides. Their role in building a strong and healthy Canadian culture argues for abolishing financial barriers, and encouraging even larger post-secondary enrollment.

Canadian parents still hope that their children will get a post-secondary education. Canada still needs more citizens who are well-aware and skilled. Tuition increases dash parents' hopes, create potential economic and cultural stagnation, for the sake of short-sighted fiscal realignments. This is indeed questionable. Tuition fees should be frozen, and where possible returned to 1972 levels, until Canadians are able to participate in an assessment of post-secondary education and access to it.

Student Aid

Student aid is the government program which most directly acknowledges individuals' need of considerable resources to finance post-secondary education. It alone deals with the single largest cost of post-secondary education: living expenses/foregone earnings.

The national aid plan (CSLP), established in 1964, enables a significant number of Canadian students to stay in post-secondary education. However, the plan was designed for the small, university-dominated post-secondary system of the early 1960s. It is no longer adequate.

The plan's basic assumption — that post-secondary students are young and dependent on parents — is no longer true. The average age of post-secondary students is increasing, and young people achieve independence at an earlier age

Students, and some governments, have recognized the need for immediate change in the administration of the student aid systems. Otherwise, out-moded administration will become a major barrier to post-secondary education.

Specific changes include the abolition of "contribution" tables which attempt to predetermine (a) a student's summer earnings, and (b) the degree to which parents will, or should, support the person.

If, as is usually the case, these tables do not reflect a students' actual finances, she/he may be getting a bonus because the tables underestimated the income. Even worse, for many students (and this group's size increases with the unemployment rate) the tables overestimate income. A student either appeals the assessment and hopes the authorities ... will be fair, or suffers due to a combination of ignorance about the right to appeal and timidity of officialdom. Some provinces even punish the successful appellent by authorizing a loan although a grant would have been given on original assessment.

The maximum allowances for students' various needs are another administrative barrier. These do not increase automatically on the basis of the increased costs facing students in a particular province. Instead, provincial authorities can (but need not) pay up to a maximum which is based upon the living costs for families in Toronto. Appeals are the only route for students denied money for expenses they must incur. Of course, students with low expenses may be rewarded by surplus allowances.

The answer to both problems appears to be a new method of assessment, based on the actual expenses of each student aid applicant. It is long overdue for student aid administrators to sit down with student representatives and other knowledgeable groups, and draft a new, flexible and efficient method of administering student aid.

Unfortunately, no aid plan (even the best administered) will make a lasting impression on the inequality of access until it places all students on an equal financial footing. Present aid systems do not meet this goal, because their basis is loans.

The student whose parent can both full support her/him and provide a high-salary summer job does not need to borrow a student loan or graduate with debts. As one moves down the income scale, students have greater need, first of their summer earnings, then of their possible future earnings, to gain a post-secondary education.

The most disadvantaged students must be so highly motivated that they forego full-time earnings and incur massive debts to get a post-secondary education. It is little wonder that most elementary and secondary students regard post-secondary institutions, especially universities, as the preserve of the well-to-do.

chawky helps frank dell

We expect to witness s
gov't to raise fees un

National Stu

ember 9

*Photo courtesy Bruce Paton, *The Charlatan*.

deliver an installment on his first term fees

ss scenes like this if students allow the
s unchallenged.

Unemployment

It is old hat for students to discuss and recommend changes in tuition and student aid policy. Unemployment is different. It is an issue of the '70s for students, because only in this decade have students seen how summer unemployment can deny access to education, and post-graduation unemployment distort careers.

Programs to create employment, and to deal with the effects of unemployment, have been expanded or restricted in accordance with fiscal and monetary policy, not in accordance with the goal of full employment and adequate living standards for the unemployed. Students have seen the conflict of policies in the abolition of 30,000 summer jobs, and nine months later the establishment of 21,000 summer jobs.

Unemployment is a problem which governments must deal with. When governments adopt a constantly-shifting approach to the problem, individuals' hardship is increased by their dread of dependence on the quicksand of policy. Students trying to decide if they can afford full-time education are frustrated by a job market which keeps changing with the switches in governmental policy. Students who are trying to plan careers, select degree programs, despair when the demand for a certain skill or training background fluctuates with variations in employment policy and government priorities in general.

It is argued, often persuasively, that Canada cannot afford full employment of its work force. This argument would convince if government employment policies were settled, and all areas of government activity were visibly reduced by the same measure.

Regretfully, students see that, within employment, and within the sphere of government activity, there are still marked differences in the priority of, and generosity towards, various policies and programs. For instance, military spending, corporate tax cuts and high interest rates are policies that appear to be untouched by "restraint".

Unemployment is a relatively new issue for students, and the initial approach may appear naive, but the goal of providing a job for every Canadian who wants to work is one that should have first priority. Personal satisfaction and national productivity would both be advanced.

In particular, students still await a program of summer employment that fairly directs worthwhile work to all those who need summer earnings to continue their education.

Graduate education

There has been a severe drop in the amount of government monies directed toward graduate education. The best known example is the slipping value of federal funds for research at educational institutions. The consequent threat to Canadian economic development and independence does not need exageration. Several years of such policies and this country will once again be importing its leading texts, scholarship and post-secondary teachers. A surplus of second degrees which may be short-lived is no excuse for wholesale slashing of graduate education. A considered evaluation of the present and future needs in this area should precede new policies, not hurry after them.

lambda

Quality of education

The reduced government commitment to post-secondary education which increases tuition also lowers the quality of education. This is inevitable when restricted budgets meet higher enrollment. Individuals receive an education of less value to themselves, and with less value for the economy and culture of Canada.

The system of post-secondary education loses its ability to help solve the problems facing Canada when lack of funds hurt the dissemination of knowledge and stimulation of new ideas.

There is little evidence of public desire to cut the quality of post-secondary education, yet each day students deal with manifestations of lower quality — overcrowded classrooms, out-moded laboratories, arbitrary enrollment ceilings. Students are concerned that the alternatives to a reduced quality have not been explored, and that little has been done to determine the quality of post-secondary education that Canada needs.

Foreign students

Some proposals for restriction of foreign students have smacked of racism, and most would hit hardest those from developing nations. If Canada is to continue providing a broad-minded and enlightened post-secondary education, those attitudes must be reflected in an open policy toward the admission of foreign students. Barring the virtually impossible situation in which foreign students posed a real threat to Canadian education, government efforts should be aimed at helping our institutions better advance the development of less fortunate nations.

Public participation

The thread which runs through almost all of Canadian students' concerns on the 1970 National Student Day is the absence of public participation in the selection of policies on student aid, tuition, quality, etc. The 1950s and early 1960s public debate about post-secondary education policies produced the drive for open access to, and accelerated growth of, the post-secondary system. Community colleges were established, degree programs founded and enrollment encouraged.

Today, when new policies are needed, governments have not encouraged a renewal of public participation in the selection of policies for post-secondary education. The predictable result has been a steady drift away from stated goals.

Students fail to see how anything less than a public debate of post-secondary education's goals, and the ways to reach those goals, can produce coherent, reasoned and constructive policies for this important element of Canadian society. For too long, governments have sheltered behind their fear of seeming to tread on each other's jurisdiction. The federal and provincial governments share their resources to support post-secondary education. They can share their resources to support a national inquiry into the future of that education.

Such an inquiry, conducted by a board to which both levels of government, students, faculty and other organized groups in post-secondary education, labour and business appointed representatives, would encourage the public's role in setting new directions for Canada's technical institutes, universities and community colleges. The board's composition would ensure an atmosphere of trust for its work. With a time limit of two or three years (during which post-secondary education would grow without artifical restrictions; tuition remain low; student aid administration improved but no move toward loans; etc.) the inquiry could complete its task and provide a firm foundation for new policies.

On November 9 Canadian students are contributing to public discussion of post-secondary education. That discussion will not be wide enough unless Canada's eleven governments display sufficient responsibility to make a commitment to public participation. No one's interests will be served by the backlash that is certain to arise from a vacuum of public goals for post-secondary education. Open the door to debate and participation — that is students' message on this National Student Day.

dent Day

Tuitions-barrier to working class ?

(con't from page 4)

whether or not the corporate sector has paid its share of the "burden of financing post-secondary education?"

During the seven year period, 1967-74, when expenditures on post-secondary education in Canada were "booming", corporate profits were booming as well, increasing by 250% from 5.6 billion to 19.5 billion. Personal income, meanwhile, increased at a more modest 125% from 33 billion to 74 billion. Despite this relatively fast growth in corporate income, the corporate share of public revenues during that period fell from 11.3% to 10.7%. Personal income tax, on the other hand, increased as a source of revenue from 16.2% of all revenue sources to 18.3%.

The inference is quite clear: during the period when spending in post-secondary education "took off" the relative proportion of corporate tax as a resource of government revenue fell. On this basis alone it is not difficult to argue that corporations failed to pay their fair share of the cost of expanding post-secondary education.

THE CLASS ARGUMENT

Some people argue that since post-secondary education is primarily the preserve of the well off, and is supported by the taxes of working people, tuition fees must rise. In Alberta, the Worth Commission on Educational Planning (1972) argues against increasing the public share of the cost of higher education in this way:

Shifting a major portion of the financial burden for higher education from students and their families to taxpayers generally provides a greater opportunity for equity. But, at the same time, taxpayers include many low-income earners who are less able to pay taxes than higher educated students and their parents. The result is that the poor end up subsidizing the schooling of the rich. To compensate for this inequity, student fees in higher education should be raised.

All research confirms that students from middle and upper income groups are over-represented in post-secondary institutions. For example, the Peltchinis Report (Council of Ministers of Education of Canada, 1971) found that "whereas one half of taxpayers had incomes of under $5,000, only one quarter of the families of university students were at that income level."

It is also true that working people do pay a disproportionate amount of taxes collected in the country. In Ontario in 1976-77, working people, through personal income taxes and retail sales tax will provide four times the amount corporations contributed to total provincial revenue. And from an earlier discussion, we saw how this corporate portion has been shrinking.

Working people are largely frozen out of higher education, yet they pay a relatively higher portion of their income in taxes to finance it. One might then expect the labour movement to support an increase in tution to lighten the tax burden on its members. Yet the Canadian Labour Congress supports the National Union of Students in demanding free tuition and a living stipend.

The two groups are united on this point because they do not see the present class make-up of universities and colleges as inevitable. By removing the financial barriers, i.e., by abolishing tuition and providing for a living stipend, more working people will become involved in higher education. Equally important, both groups argue for a radical reform of the taxation system to lighten the tax burden on the working people and ensure the corporate sector pays its fair share. This link between the abolition (or freeze) of tuition fees and tax reform is critical.

TUITION FEES ARE UNIMPORTANT', Or DOES MONEY MATTER?

Almost everyone is concerned with the under-representation of working people in post-secondary institutions, but many argue that this is the result of social environment, the family situtation and the high school system, not high tuition fees. The Commission on Post-Secondary Education in Ontario (19720 dismisses the proposal for abolishing in Ontario fees on just these grounds: " 'free' post-secondary education would not in itself solve the problem of accessibility; students from lower-income families would continue to be under-represented in post-secondary institutions."

ILLUSTRATION FOR THE CHRONICLE BY SALVADOR SOU

Studies in Canada and the United States have documented the importance of the family and the social environment in the decision on whether or not to attend college. It is also becoming increasingly clear that the high school system (through streaming and guidance councillor's attitudes) prevents many students from every completing a programme that qualifies them to attend a post-secondary institution.

Those who argue in favour of the abolishing of student tuition fees do not deny the importance of the family and school environment as it affects accessibility. They argue, however, that tuition and foregone earnings are a significant financial barrier that must be eliminated:

Whether the cost of a university education is seen directly as a barrier, or whether its influence is felt early in a child's school career by determining the subjects and programmes he takes, the fact that university education is expensive must be part of the explanation for the fact that children from lower class levels do not have as high aspirations as students from higher class levels. (Porter,Porter, Blishen study)

Abolition of tuition fees is also the most practical area where the government can act quickly, and fairly painlessly, to encourage accessibility. Reform of the high schhool system and an effort to change family attitudes is a much more long-term and complex matter.

As foregone earnings are also a large component in the educational costs that a student faces, abolition of fees alone is not enough. A living stipend must also be provided to allow high school graduates to give up the immediate income from a job to attend college.

TUITION FEES AND A SENSE OF RESPONSIBILITY

There are those who argue that people are more responsible if they have to pay for what they use. In other words, if tuition fees are high, prospective students will consider the matter seriously before deciding to go to college. Their financial committment would be an indication of the value they place on getting an education. Abolition of tuition would just mean that more young people would "take a free ride" and fool around for a few years after high school - at the taxpayers expense.

Undoubtedly there are a few who would waste their time and the taxpayers money at college, but those who favour abolition of fees feel some method, other than a financial barrier, should be used to screen such students. Committment to higher education comes much more from the quality of education and the ability to participate actively in the educational process (i.e., democratization) than from the expenditure of money. Students are more likely to appreciate their education if the teaching is good and they feel they have a say in things.

TUITION TO REDUCE ENROLLMENT

Another argument often heard in favour if increasing fees is that it is a good way to reduce enrollment There are too many over-qualified graduates as it is and "we should be allowing the cost of those services to the beneficiaries to bring supply and demand into equilibrium". In other words, to raise the market price of the "product" to reduce the demand.

The Graham Commission in Nova Scotia (1974) proposed a tuition fee based on 80% of the total cost of a student's education. This would mean, for example, that an Arts and Science student at Dalhousie University would face a 100% increase in fees -- from about $700 to $1,500 a year. The Commission acknowledged that this would affect attendance and estimated the enrollment decline as a high as 30%. But, it doubted that the impact would be very serious, "cert ainly if it takes the form of removing those who lack the capacity or interest for university programmes."

Higher tuition, then, would have two aims: to reduce the number of un- or underemployed college graduates, and to eliminate those who are not suited for nor interested in university or college.

The first goal raises a very serious problem facing post-secondary institutions -- the severe unemployment problem and the general downturn in the Canadian economy. Economists disagree on the question, but a significant number argue that Canada still needs a large number of skilled and educated workers, and that the current underemployment of graduates is due to inefficient organization of the economy. They question whether the solution is a cutback in trained manpower.

However, even if the number of college graduates needs to be limited, it remains unclear why the blunt instrument of higher fees should be used, particularly with its negative impact on children of working people.

TUITION FEES AS A FORM OF PROGRESSIVE TAXATION

All calls for higher tuition are accompanied by a plea for a revised student aid programme to protect students in low income families from the increased financial barrier to higher educaton. Strangely enough, in the nine provinces where fees have increased this year, there has been no significant change in student aid schemes. Nevertheless, this does not lessen the need to discuss this particular argument.

Corresponding increases in grants would enable those students from low income families to make this larger ex-

(con't on next page)

Free Tuition

(con't from page 12)

penditure (higher fees), whereas those from high income families would have to rely more heavily on parental support. This arrangement could yield additional revenues from high income families while allowing some reduction in taxes for the poor. (Worth Report, Alberta, 1972)

In other words, tuition would be a progressive form of taxation -- the poor will pay little and the rich will pay a fairer amount for their education.

The proposals for a revised aid programme are many and varied, but here are the three basic alternatives (other than free tuition and a living stipend):

an improved version of the present loan/grant scheme, perhaps raising the grants to an amount equal to that of the fee increase,

a Contingency Repayment Student Assistance Programme (CORSAP). First proposed in Canada in 1969, this scheme involves an all loan aid programme, with the students repaying the loan by a surtax of a certain per cent on their income after graduation.

an all grant assistance programme: This proposal would turn the present loan/grant schemes into all grant schemes. Still requiring a means test, it would fun full costs (tuition and living expenses) for students of low income families and partial costs for students of middle income families.

Given the regressive nature of loans, an all-grant aid scheme is certainly an improvement on the present assistance plans. But such a scheme is based on a means test, that is, awards will only be given those assessed as "in need" Receiving aid implies an "admission of being poor." Such a test also discriminates against middle income families, who are usually assessed as being able to contribute an unrealistically high sum to their child's education. And how are children from higher income families to be dealt with, if, in fact, their parents are unwilling to provide them with funds?

A progressive tax system is a much more equitable method of distributing the cost. In fact, tuition fees can be considered a form of regressive taxation, since all students, regardless of differing future income, pay the same amount. In a sense, then, all students are taxed at the same rate, despite the fact that their future incomes will not be the same. The M.A. graduate who becomes a teacher will have paid the same amount in "tax" (tuition) as the engineering graduate who is earning more.

CONCLUSION:

Of all the proposals for encouraging accessibility, free tuition with a living stipend makes the most sense. When tied to a reform of the tax system, it ensures that the corporate sector of the *economy* picks up its fair share of the funding for higher education. It also ensures that those who do benefit financially from their education will assume their share. By removing the financial barriers to universities and colleges, the number of students from workers' families will increase, and the government can begin work on the more difficult social and cultural barriers to a post-secondary education.

Free tuition is not an unrealistic approach. It already exists at the community college level in the Province of Quebec. Further study is needed on the Quebec experiment, but is it clear that the socio-economic mix of students is more balanced than at other, fee-charging, institutions.

With the federal and provincial governments negotiating the funding of post-secondary education, the proposal for free tuition warrants extensive discussion.

This is not the place to go into a detailed discussion of these alternatives, but a brief comment on the inadequacies of each is required.

Tinkering with the present loan/grant scheme will have little long-term impact on accessibility. It is true that raising the grant portion to cover the increased fees will ensure that things do not get worse. However, the many problems with the loan/grant programme (high loans, high parental contribution, arbitrary summer earnings) will continue to be a deterrent for the children of working people. In an historical note, the Ontario government, when it last raised tuition fees, in 1972, "tinkered" with the aid programme -- and made it much worse, by raising the loan amount of any grant award by $200.

The second proposal, an all-loan programme, flies in the face of numerous studies which show that people from low income families are very reluctant to assume large debts for post-secondary education. The all-loan proposal is also eqitable in -- students from workers families will be burdened by debts, while students from higher-income families will avoid the programme and graduate from school with no loans to pay.

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More student unemployment?

(con't from page 5)

the hire-a-student campaign referred to the change of a *job picking peaches in a year* when no extra peach-pickers were needed.

The laissez-faire attitude lets the centres act as a pool of poorly-paid, undemanding employees for businesses that keep their profits high through the use of cheap labor. The centres may be letting some degrading jobs continue when labor market forces woluld have changed things. The Economic Council of Canada has suggested that Canadians are willing to pay slightlym more, if necessary to end such exploitative jobs.

A further problem with the hire-a-student approach, and its reliance upon private industry, is that individual's need of work is not going to be given much consideration. Anyone who is a student can register for work, and employers are not urged to consider the applicant's background when deciding who will be hired. The low-income students are not given any special advantage from the spending of public funds on these programs, although student aid plans require some summer savings by aid applicants.

"The problem in some instances is that the jobs are where the students aren't," according to the previous federal minister Robert Andras. Hire-a-student can only reflect the flaws of the private sector. These include the regional disparity caused by the centralization of industry and jobs in Canada. Work is not taken to those who need it. Instead, any program to keep the national unemployment rate near "acceptable" limits is o.k. During the summer of 1976 the federal government did a good job of finding work for students in Toronto, Even including depressed regions like northern Ontario, the student job centres in Ontario and Quebec improved their performance. (An improvement that was cancelled out by the situation in the rest of the country.)

JOB CREATION

The flaws of the hire-a-student approach lead to tther student job programs, usually a variation of job creation. This approach brings summer work to the locations and groups without available jobs, compensating for the private sector's failure to provide work. Job creation is usually preferred to income maintenance since society receives the output of the work, as well as the benefit of the individual's spending.

The created jobs serve broad economic purposes, not m matter who gets them. The extent to which these jobs also serve social goals depends upon the strength of their social orientation. Several matters block the social goal of fully available work which is satisfying, worthwhile and productive.

It has been a guideline of job creation programs that in o no way should they seem to compete with the private sector for employees. Government must be the employer of last resort. Accordingly, the wages are kept low. Student project wages have been at the minimum or lower. It is not possible for summer jobs, but in other job creation program there is a real effort to make sure that the people hired were previously unemployed. Government wants to appear uninvolved in the labour market.

The problem, of course, is that the government has become involved in the labour force anyway. The question is how a job creation program should influence the labour market of a region of a community. Is it acceptable for governments to preserve a degrading and exploitative work environment?

While ajob creation program must take into account each area's working conditions, low income students who want to return to school may have the decision made for them if there are only minimum-wage jobs. If job creation programs are supposed to, among other things, provide career development, work skills and social responsibility, it is difficult to see how this can be done in a job which has non-competitive wages and conditions.

Students from middle and upper income brackets can afford to earn a little less during the summer in return for a more fulfilling job. Low-income students on a job creation project are more likely to be there because there is no other choice. For them, employer of last resort is a meaningfule concept. This may explain why the OFY participants over-represented both the lowest and highest income groups, while lower-middle income students were under-represented.

The community basis of job creation programs is another feature receiving much discussion. The Eeconomic Council stated, "If a job is productive and meets a socially worthwhile end, it usually implies continuity." Continuity has been viewed as necessary to usefully serve the community. Projects which last for several months, or one year, cannot be depended upon, and cannot *make a dent* in long-term problems

Job creation's community service conflicts with its aim of helping the unemployed back into full-time emplo yment. The Economic Council says that "It would be unfortunate if the program were to become simply a permanent reservoir of auxiliary workers who would otherwise search and compete for their available jobs." The Council proposes created jobs which last for several years, but which individuals may not hold longer than a year.

Many OFS participants certainly felt the lack of on-going work, and the isolation of a project which tried, for 14 weeks, to do something of permanent value in a community. Part of the Economic Council's remedy for discontinuity is accepting job creation proposals only from established organizations, public or private.

There are two problems here. One is that working only through established groups means that the government's job creation funds will be used to support the status quo in a community, rather than being freely available to all groups, established or not. It may be that previous programs took the independent and experimental extreme, but that is no reason for going to the other extreme.

Secondly, much of the coutntry's unemployment may be permanent. Ken Knowles, who studies unemployment for the federal government, found that "There is a strong indication that the economy is unable to reach the desired level of unemployment (defined at #% at that time) because of demographic and regional constraints." There are parts of the country that no private entrepreneurwill reach into, age groups that cannot be expected to settle into a life-long career and work pattern. If this is so government either permanently provides work for these groups or lets Canadian unemployment remain at rates which are unhealthy for the society, and a constan drag on the economy. Established groups are not needed for continuity in such long-run job creation.

Job creation through existing groups, and via subsidization of employers (so they will hire more people) are approaches which create a real possibility of exploitation by the employer. As will be metnioned later, this has been a problem in on-the-job manpower training. There are but a few safeguards to see that government-paid workers do not replace the regulars.

The Economic Council declared, in People and Jobsthat "Under no circumstances should such persons be considered a continuing source of subsidized labour, to be exploited by an employer participating in the program. By the same token, it is equally important that the auxiliary jobs not displace regular jobs that would normally be fully paid for by employers."

Unfortunately, the Council did not recommend how to prevent subsidization or job displacement. Without safeguards, a job creation program relying on established employers will give rise to doubts t about the government intentions to do more than pump money into the economy via private employers.

UNEMPLOYMENT INSURANCE

Unemployment insurance serves two major goals. Personal degradation and humiliation are lessened, and the economy stays relatively stable despite high unemployment because consumption patterns can continue.

The UIC program adjusts the flow of stabilizing government funds automatically as economic downturns start to slow the economy, unlike other stabilization measures like tax cuts and increased purchase of goods and services by government. The funds move directly to those who need them, rather than having to filter through the economy.

The political debate about the unemployment insurance system has been over the extent to which there are "cheaters" and people who take UIC instead of working. The Work Ethic Study found that a large majority of Canadians agree that "there is an atmosphere of welfare for anybody who wans it." The Economic Council recommends "continued review . . . to limit abuses of the Act and its regulations and to encourage claimants to take available jobs that are compatible with their skills and abilities."

The negative tone of the debate has hidden the system's operation. A survey of major businesses and other organizations revealed that "few employers regarded unemployment insurance benefits as a significant factor influencing people to leave their employ." Detailed study of the forestry industry led to the same conclusion.

Supplementary wage earners have enabled more than a third of the poor families to climb above the poverty line since 1967. Many of these wage earners rely upon temporary, seasonal and part-time work. The eight-week qualifying period for UIC means that when they are unemployed the family is not plunged back below the poverty line until the supplementary earner finds more work. Students out of work one summer can receive UIC benefits to maintain their income and that of their families. making a return to school more likely.

The Work Ethic Study put to rest the idea that Canadians are lazy workers, showing that work is central to Canadians' lives. It also revealed that "Those most likely to be offered jobs at the minimum wage were least likely to reject them on grounds . . . that unemployment insurance is preferable." No data has been found on people's reasons for being "choosy" about finding work.

During the coming months and years, students will see the extent to which a comparatively humane and efficient UIC system will be abused to appease an apparently unfounded opinion about its effect on the work ethic.

EMPLOYMENT OF GRADUATES

From 1961 to 1971 there was much-increased employment in the office and professional, service and recreation, craftsmen and production process occupations. It absorbed the growing numbers of post-secondary graduates, fueling the growth of the post-secondary system In 1971, without much warning, these occupations stopped growing so quickly, and soon there was increased unemployment among office and professional, service and recreation occupations.

The post-secondary system turns out more graduates each year. There are 114,000 people leaving post-secondary studies in 1976, and Statistics Canada expects 123,100 to leave in 1978.

A slowdown may not come until 1985. Many jobs depend upon government plans, but it is impossible to foresee public policy changes and their effect on the job market for graduates. Some view graduate un/underemployment as a result of supply and demand forces. They hope that a decrease in enrollement will reduce "job scare stories about un/underemployment, and that full employment and high salaries will return as the supply of graduates declines.

Canadian enrollment has not declined, but Manpower Minister Cullen said recently, "In the early 1980's . . . we may well face a situation in which the shortage becomes one of workers rather than jobs." This puts into doubt the haste with which some have tried to revamp post-secondary institutions to provide more vocation-oriented work, and to set enrollment of graduates has been a fairly recent phenomenon, one that government job creation programs could take care of in the short-term. Before there is a change in post-secondary education's broad training function, there must be more knowledge about the causes of graduate un/underemployment, and trustworthy predictions of manpower needs.

CONCLUSION

Canadians generally, and young people particularly, are coping with high unemployment and its consequences. Government has a variety of methods to deal with unemployment, but these may be used to serve economic goals, rather than resolve Canadians' need and desire for jobs.

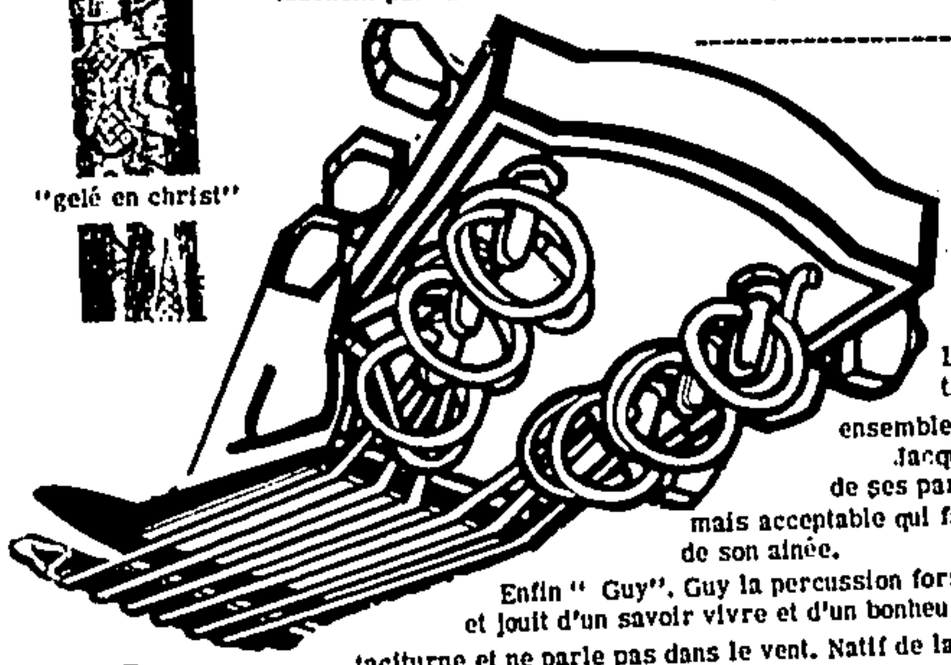
Students' summer and post-graduation experience makes it important to have government policies that work to eliminate unemployment, to establish full employment in Canada. The economy can be adjusted through other measures, such as taxes on profits and the value of the dollar.

In periods like the 1970's, when the private sector cannot provide enough jobs, massive job creation program and adequate income maintainance for the unemployed appear to be the only measures that deal justly with the unemployment problem and move toward full employment.

3 3 BARETTE OU LE WASTELAND

"gelé en christ"

L'homme sans musique serait estimé indigne d'être aimé, incapable d'aimer, et on peut supposer que l'h omme sans amour ne consacrerait qu'un coeur imparfait, insensible aux émotions humaines et ouvert seulement aux aspects intellectuels de la vie: ceux qui n'intéressent que l'intelligence et ne touchent pas la sensibilité. L'amour inspirateur de la musique et la musique illuminant l'amour. Nous retrouvons cet heureux mariage d'idées chez les "barette" qui savent user des arguments faciles, simplistes, érotiques et sentimentaux à la fois, qui fait de leur musique une sorte d'entremetteuse conduisant à l'amour, illicite ou honnête, des coeurs naifs et des corps ingénus. Je venais d'éprouver, jeudi soir, que la musique quand elle est parfaite, met le coeur exactement dans la même situation où il se trouve quand il joult de la présence de ce qu'il aime. Une air tendre, triste et gai excitant purement à la rêverie de l'amour, délicieux pour les âmes tendres, heureuses et malheureuses.



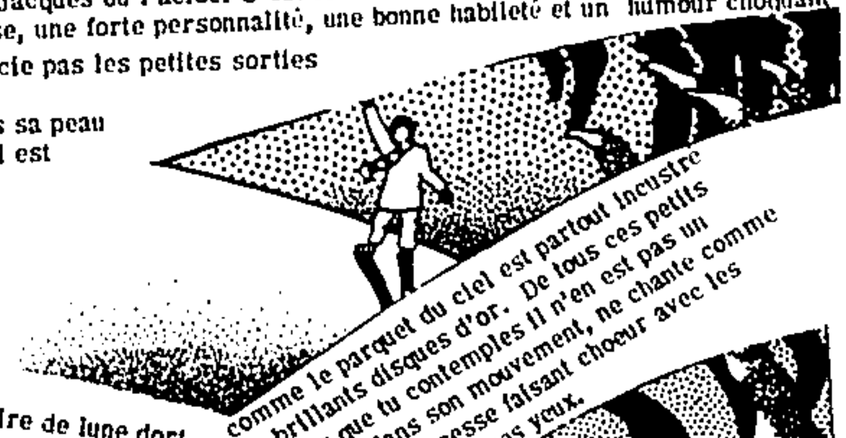
Robert, le tombeur de ces demoiselles, le petit brun aux cheveux courts sait mettre son grain de sel. A la percussion, comme à l'harmonica, il excelle. Son style tantôt folklorique, tantôt classique épate le spectateur et le tient en haleine jusqu'à la dernière note, qui sonne la cloche pour une rupture agréable de la chanson.

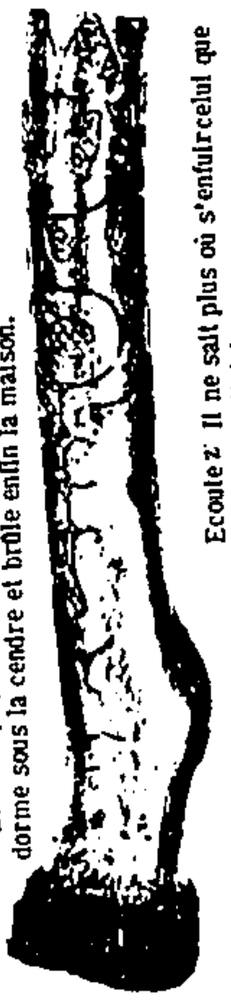
Je partage l'opinion du groupe qui affirme que Philippe, le grand blond, est celui qui offre les meilleurs harmoniques . Il maîtrise bien le manche de sa guitare et à le goût de la bonne finition. D'un tempérament plutôt timide, il exprime ses pensées en musique et possède une originalité peu commune chez plusieurs musiciens de son rang. Constamment soucieux de l'accord de sa guitare il donne naissance à une suite de notes parfaites et une fixture d'ordre professionnelle.

Le petit "gars" de Hull , Robert, lui c'est la basse. Il aime les choses bien faites, il vise une perfection qui donnera un nouveau visage au groupe et alimentera les finitions de Philippe. Ils fonctionnent ensemble et forment un joli duo promettant.

Jacques ou le piano, Jacques ou la vérité , Jacques ou l'acide. C'est le cerveau éxigeant toujours le maximum de ses partenaires. Une voix agréable, mélodieuse, une forte personnalité, une bonne habileté et un humour choquant mais acceptable qui fait rougir son frère Robert qui n'apprécie pas les petites sorties de son ainée.

Enfin " Guy". Guy la percussion forme à lui seul un groupe. Il est bien dans sa peau et jouit d'un savoir vivre et d'un bonheur à envier. Il "trippe" à sa manière . Il est taciturne et ne parle pas dans le vent. Natif de la ville de Québec, il apporte avec lui, de ses siens, une nouvelle culture et un nouveau genre de musique basé sur les anciennes coutumes.Tout son être suit les notes qu'il joue, il la ressent dans ses moindres détails, car pour lui, elle est concrète et indispensable.





La musique, c'est l'humble étincelle qui s'endort sous la cendre et brûle enfin la maison.

Ecoutez! Il ne sait plus où s'enfuir celui que la flamme atteint.

Le wasteland c'est l'aumônerie de l'université d'ottawa. Et qui dit "Wasteland dit aussi "Jean Paul" et "Ti-Guy". Jean Paul fait de son mieux pour faire marcher cette boîte à chanson dans les meilleurs conditions en vue d'aider les étudiants solitaires. On peut y manger, on peut y danser, on peut y travailler, et connaître du monde correct. Les deux meilleurs années de ma vie , se déroulèrent au wasteland, je devais étudier à l'université, mais tout ce que j'ai pu faire, c'était de prendre deux années sabatiques. J'ai connu les "Barette" dans cette mystérieuse et attirante place. Des gars simples aimant le joie de vivre, le "hash", les femmes et surtout la musique qui s'adapte bien à leur tempérament et qui font corps ensemble. Solidarité, amitié, sagesse sont les principaux traits qui font que le groupe éxiste et persévéra.

C'est dans une ambiance presque familiale que les cinq du wasteland se sont exprimés en musique originale à la slague, en présence d'environ cent cinquante personnes. (AEF a préféré Avenir et seulement dix spectateurs, pas de problème, elle est riche). Rares sont ceux qui ont quitté la salle avec une mauvaise impression. Nombreuses sont celles qui ont traîné apres la presentation pour parler aux musiciens et leur donner un baiser

"Avec quelle douceur le claire de lune dort sur ce talus?
Allons nous y asseoir et que les sons de la musique glissent jusqu'à nos oreilles. Le calme silence et la nuit conviennet aux accents de la douce harmonie. Assieds-toi, vois comme le parquet du ciel est partout incustre de brillants disques d'or. De tous ces petits globes que tu contemples il n'en est pas un seul qui, dans son mouvement, ne chante comme un ange, sans cesse faisant choeur avec les chérubins aux jeunes yeux.

par

Chawky

Bahri

Yankee Ashe answers to Canucks

By Frank Ashe

I have to admit, ever since I came to Canada, I've been running people crazy with questions ("What does it mean when the nice policeman shakes his billy club at me?") But I've had them directed at me, too, usually the same ones from five to fifty times each. After a while you get bored with the same old answers and you start to jazz them up a little. This dosen't do a lot for international understanding, but it's worth it just to see the look on the questioner's face. Here are twenty questions I have fielded:

Q: What made you come to *Laurentian*?
A: I was headed for the University of Mexico and got my map turned upside down. (I realized something was wrong when I went to a bullfight and the floor of the ring was covered with ice and the matadors were carrying sticks instead of capes.)

Q: How does Laurentian compare to a Mexican university?
A: 1. The toilets flush better.
2. You can drink the water (not the above)
3. More liquor, less pot.

Q: How does Laurentian compare to an American University?
A: 1. The toilets flush just the same.
2. The bookstore dosen't sell roach clips.
3. More liquor, less pot.

Q: So you think there is alcohol consumption at Laurentian?
A: I would say. Because any one of the cups of "coffee" I've been offered would wipe out an entire chapter of A A. Because every time I pick up a group of hitchhikers my car ends up smelling like 3 a.m. at a Prewery Association convention. And every time I go to one of these "wine & cheese" affairs, I never seem to see any cheese.

Q: What do think of the weather here?
A: All those poor devils in Miami, Acapulco, Honolulu, and Nice don't know what they are missing.

Q: Then you find some advantage in the cold?
A: Yes. The icicles on my underwear have all but cured my jock itch.

Q: Do you like snow?
A: Snow is undoubtedly my second favorite thing in life (my first being Drano enemas)

Q: Why did you never learn to ice skate?
A: I tried, but the ice cubes kept melting

Q: How do you find Canada?
A: Just go north and you can't miss it.

Q: What have you noticed about the language situation here?
A: The French graffiti in the bathrooms is more literate than the English.

Q: Can you explain American politics?
A: No.

Q: What is the American position on foreign policy?
A: Very flexible. I think most Americans would have a foreign affair in any position.

Q: Do you live on a cotton farm?
A: No, indeed. Haven't you heard everything is synthetic now? We all live on nylon plantations.

Q: Don't you feel conspicuous on account of the way you talk?
A: I certainly do. It's strange to be the only person around here without an accent.

Q: Why don't you talk like the people in Gone With the Wind?
A: Ah'm fum th' nawth uh Tennessee, honey.

Q: What is sowbelly?
A: Exactly the part of the sow you think it is.

Q: Is it good?
A: Let's say the Colonel Sanders has nothing to worry about.

Q: Have you eaten moose meat?
A: Yes.

Q: Was it good?
A: See above answer.

Q: Do you think it's useful for people to ask questions?
A: Of course. What else would I have had to write this article about?

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Al Purdy presents personal poetry

By john hasse

The sign said, "for an entertaining and informative evening." It was true to its guarantee. "It" was Al Purdy, the well known Canadian poet who graced the Laurentian campus last Wednesday night.

There is not the pretentious atmosphere surrounding Purdy what one might expect from an artist of his stature. Rather, he is honest, very funny and above all, himself. Whereas, many poets lead two lives, the one in their poems and the other in their day to day routine; Purdy's poems live through him. He remarked that his poems are generally autobiographical -- albeit with a few twists. Although he did "read" his poems, often his eyes never met the page. It was if he was telling stories, stores so personal and familiar that the book he held in his hand was nothing more than a stage prop.

The evening was almost theatre the man spoke like a poet, his expressions and manner all integrated, like that of an actor very comfortable with the part he was playing. As he read one poem about his journey through the depression on the freights -- as if staged -- the sound of the transcontinental rumbling and howling across Lake Ramsey provided the background to his parable of poverty.

To say Purdy is refreshing is perhaps cliché; but his unconstrained demeanor, his human, if raw approach and his "I don't give a damn if you like/ understand/buy me", appeal to this writer.

When questioned about what he thought of the label "Canadian poet", or one woman's belief that he had an affinity for nature, Purdy was stoic. "If that's what you see, fine! But I don't write that way." Purdy is influenced by life and lives, especially by those of which that meander in his memory. IT is Purdy's assertiveness and perception of the intimate that is his watermark.

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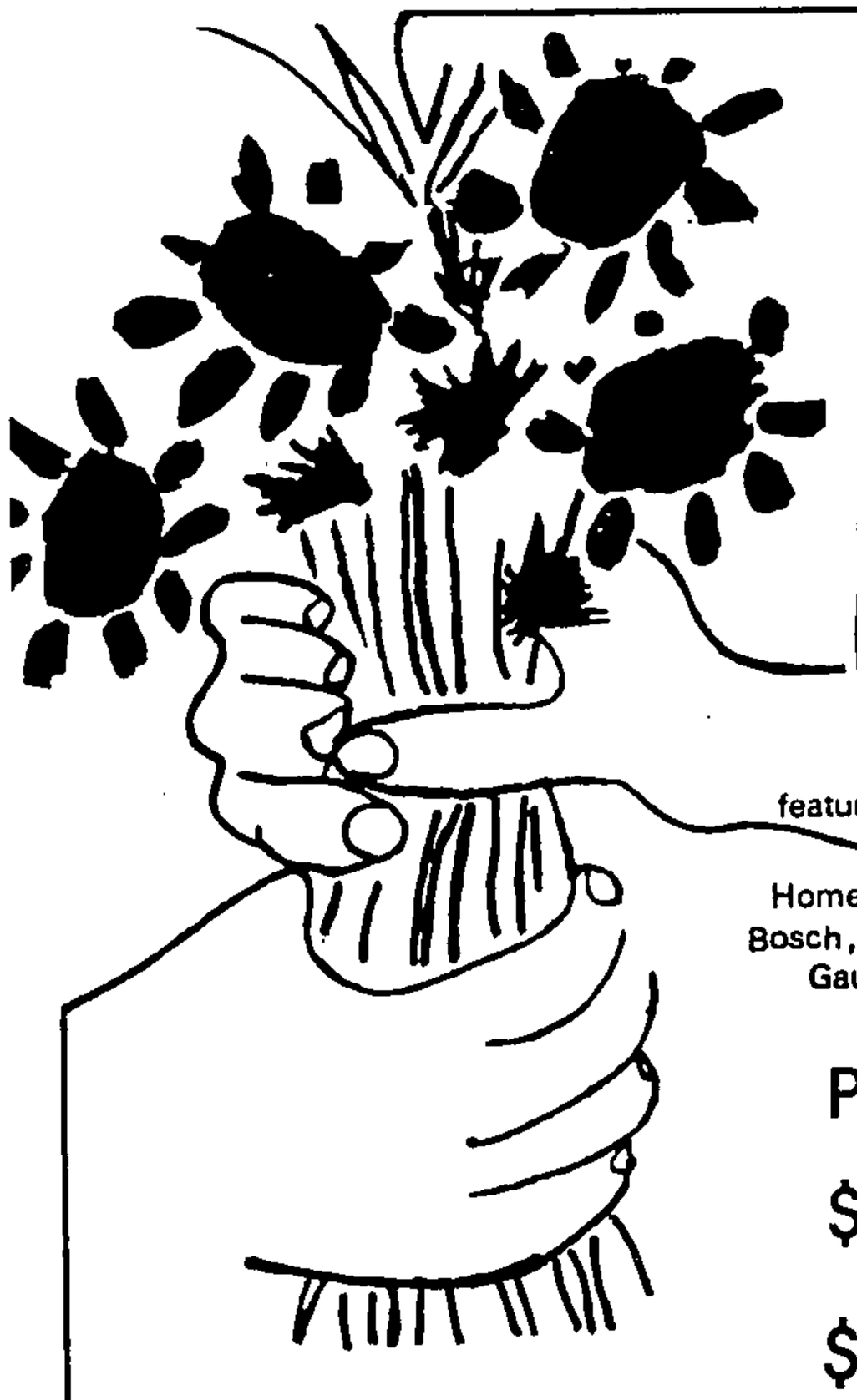

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"A red under every bed" in Woody Allan's "The Front"

john hasse

The early fifties in America can be described only as restrained hysteria. In 1953 there WAS a Red under every bed and behind every tree. These deniers of freedom were attempting to coerce every God-fearing American into the chains and immorality of Communism.

This inglorious period of American history wasa also marked by the rise of the media. TV was coming into it's own and the first "slicks" were introduced on the magazine market. It was an era of mass consumption, mass digestion, and mass excrement. Movies though always popular, were taking on a new quality - that of the defender of the status quo and instruments of influence. Whereas, Hollywood had provided the escape from the world, it was now as political as the soapbox orator.

As a consequence, if we weren't active defenders of America it was obvious that we must be it's enemies; so that leftists of all shapes, creeds, and colours (especially red) were subject to harassment and abuse. The "infamous black lists" found in all industries during this time were exceptionally tough on the people in the entertainment business. For if one couldn't get a job entertaining, what could one do? And if you were a well known personality with a reputation as a Communist, life could me made rather difficult for you.

The blacklists and the maginot lines they created are still very much a part of the Hollywood scene, although an animosity that remains unspoken surrounds them. So bitter are the divisions and so vivid the memories, that the question has never been confronted in any of filmland's work.

That fact is changing, now, some 20 years after the period in question, the movies are discussing the taboo.

In "The Way We Were", there are hints of the situation that existed in Hollywood during the Fifties. In Marathon Man, Dustin Hoffman's obseession with justice is linked with the apranoia of the Fifties and the consequential suicide of his father. A documentary shown in Toronto, recently, dealt explicitly with the McCarthy inquisition in filmland. It's production was hampered by non-cooperation of many of the persons involved, especially those who testified for the persecution - Ronald Regan, George Murphy, et al.

An then there is "The Front", a flank attack on this shameful period of American history.

Ol' Joe McCarthy's name is never even mentioned in the movie, he and the House on Unamerican Activities Committee are always referred to as "they". Walter Bernstein (himself black listed in the Fifties), the movie's writer, is very careful not to make a martyr of McCarthy; so he attacks the mentality of the time rather than the man feeding the flames.

Woody Allen is the "front" -- an unassuming character catapulted into notorietyand fortune, as well as unforeseen problems by circumstance. As a favor to a friend and because he can use the money, he agrees to front for three blacklisted writers. His fame as a "writer" grows as does the resultant complications, the least of which is not a female script editor who falls in love with the writer of the scripts. She assumes Allen is quiet, misunderstood man unable to express himself except through his writing. So that Allen is forced to front on two levels.

Eventually, Allen and his front must meet judgement. He is called to testify before "the committee", and for the first time he must confront his conscience. The results are both natural and compelling.

The front is a part created for the talents of Woody Allen, he handles the character with ease and reflex composure. Allen makes the movie flow and the unique Woody Allen humor is apparent throughout, although the topic is one of stark reility.

There is little any reviewer can say for "The Front" that the movie dosen't say for itself. It is a case of where the particular and personal speaks for the universal. "The Front" shows us a view of ourselves not often examined and a view that ought to shake us and warn us.

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Rachel thinks it's all a great adventure. She forgets why she first came to the city. Truth is, unless she wises up and backs away soon, small-town girl may very well wind up big-city loser.

Rachel

Large cities may not be for everyone. But to Rachel there's no place more exciting or richer with opportunities.

Maybe she is a little starry-eyed, but fortunately for Rachel, she's a realist as well.

She's made some wise choices, including her decision on drinking. Not too often, not too much, is Rachel's motto. That goes for beer, wine or spirits, no matter where she is or with whom.

The interesting thing is, her moderate lifestyle hasn't made Rachel less popular. Nor has it made the city a less exciting place. It's just making her stronger. Strong enough to win.

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Canadianization of university

There has been in recent years an ebb and flow of debate on the question of Canadianization. The recent report of the Commission on Canadian Studies (Symons' Report) has given new life to these discussions. In a recent statement to the provincial legislature, Dr. Parrott stated that, " . . the experience of the next five months will determine if more direct action is to be taken . . " His reference is to increasing the percentage of Canadian professors in the university system. The Symons Commission lays part of the blame for poorly developed Canadian studies on this factor. Also mentioned in the "attitude" of Canadian Academic.

There is a case to be made for strengthening Canadian studies. However, there is the possibility that emotional nationalist sentiment will cloud another side of this issue. Canadianization must be regarded within the context of education as a whole -- our needs and wants. Over-emphasis on narrow national concerns would conceivably cause irreparable harm.

In this regard, there are a series of questions which needs to be considered before anypolicy is debated;

1. Should post-secondary education be directed, by design, to the heritage and contemporary realities of a single society?

perhaps this is an overstatement as no one has suggested that Canada be the exclusive focus of post secondary education. However, how is the extent of the necessary course material or offerings of any topic area determined? To argue that the demand exists for Canadian material and therefore it must be provided is to overlook part of what education should be. That is to say, a broad learning process which exposes one to various ideas, concepts and facts from many schools of thought.

Further, a solid understanding of other nations and perspectives should tend, not to detract from, but rather deepen our understanding of this society. For example, to understand economic trends requires not only knowledge of the Canadian economy but the world as well. To understand John Crispo, it is necessary to know Marx, Smith and perhaps even Kelso. There is a need to strengthen our understanding of all aspects of ourselves yet there is a danger than an overreaction may in fact weaken our ability to pursue this. We must determine how b balance may be achieved.

2. How do we achieve a high quality balanced perspective of the world community?

As mentioned above, one of our most serious tasks is to ensure that the process of "Canadianization" does not take place at the expense of other areas of knowledge. Selective introduction of new material and courses may be far superior to any blanket move. For example, a professor at the University of Toronto recently wrote to the Globe and Mail pointing out that in the field of philosophy, Canada has few independent thinkers. Given the wealth of knowledge in this discipline, is it really necessary to attempt to stimulate an independent Canadian school of thought? Would it not be an artificial appendage to our curriculum? The pursuit of knowledge is not restricted to national borders.

In another case, how effective would an educational system be in broadening understanding if it did not have a place for British history, German sociology and French philosophy. Even the study of Canada would suffer without such knowledge that has so intimately influenced the development of our country.

In many ways, "Canadianization" is a concept often used (in the worst sense of the word) as a cover for severe problems with out system that are unrelated to the issue. perhaps our failure to extend adequate research funds and encouragement are the reasons for our deficiency and not foreign influence. This matter will be dealt with in more detail later in this paper.

3. How does one deal with foreign nationals presently tenured and teaching in our country?

Concern has been shown over the number of foreign professionals at Canadian educational institutions. We must remember that many of these people were encouraged., in fact cajoled ' into coming to Ontario in the 1960's. Admittedly, many were granted tenure under a "grandfather" clause upon their arrival. Many have been here for several years.

With all consideration to justice and fairness, these people now established in Canada, cannot be asked to leave. Even if this was considered, university regulations on academic appointments would prohibit such a policy. Many have earned respect; all have the right to security in their own lives.

A "Canadian-first" hiring policy leased upon all abilities being equal is perhaps the most desirable solution. One must trust that this approach internal development is far superior to the denial of basic rights of people presently in Ontario.

A last comment - many professors have chosen to retain their original citizenship,although in Canada for many years. This is a problem to which the Federal Government must address itself as it is a federal responsibility.

4. What deficiencies exist in Ontario's system which inhibit the development of better programmes and a larger qualified body of Canadian academics?

Much has been said about the large number of unemployed. PH.D's in Canada. However, little consideration has been given to the reasons for the lack of opportunity It is very simple to point an accusing finger at the university system and chastize these institutions for failing Canadians. The university presidents in Ontar'o have agreed to a policy that endures equal opportunity to Canadian applicants. Further, they have committed themselves to a personal review of all foreign appointments.

The failure of the system to provide adequate funds for research work has a greater effect on Canadianization than any university policy. Seed grants to new academics and continuation of present programmes of research are both threatened by government cutbacks (mostly at the Federal level) If we are to expect Canadians to compete successfully, we must be prepared to give to them the opportunity to constantly upgrade themselves. We must also be concerned that the lack of opportunity will force well-trained Canadians academics to nations with more advanced facilities and greater incentives. This is one manner in which a government can construct positive policies aimed towards evolving greater Canadian participation. It is preferable to quotas or government imposed "priority" hiring in another respect. The spin-off effect of improving Canada's (Ontario's) research opportunities, should also strengthen the curriculum at an undergraduate level. It is difficult to teach from a "Canadian" perspective if there is inadequate resources and material for reference work.

It must also be suggested that Canadian studies at the secondary/ level need to be improved before those in the universities. The Province has direct control of education at this level and could act quickly to ensure that this is done. There are two benefits to be derived from shifting emphasis to the secondary schools:

a) A far greater percentage of Ontario's population would be directly affected; and
b) It is a more efficient, lees costly alternative.

5. Is quality to be sacrificed for the sake of nationalism?

Many people argue that we have a great number of highly-qualified people who have the ability to teach in our universities. This is undeniable. However, the question still arises - do we hire someone because of their nationality or do we ensure them that they can compete on an equal basis with others? Is our priority to develop quality regardless of nationality or to possibly accept a reduction of quality?

This is not to say that Canadians are inherently inferior. It is meant to recognize that each Canadian's ability is not necessarily superior or equal to every foreign applicant. As our graduate programmes have improved, the percentage of nations employed has increased. This is a positive response to this issue and serves our purposes more effectively than government-imposed regulations.

The upgrading of quality within our system should be our basis of choice, for as quality improves, our desire for a strong national presence should be realized.

6. What role should government play in decisions related to academic staffing?

It is doubtful that anyone would argue that strengthening Canadian programmes and increasing opportunities for Canadian academics is not worthwhile. as mentioned in this paper, many qualifications should be considered. The most frightening aspect of this debate is not directly related to this principle but rather to the speculation that government action is possible. This would be a direct infringement on the academic autonomy of our institutions. Such a precedent has serious implications. Will a government again invoke this power to discriminate against women, marxists, or ethnic minorities? Will programmes be established or rejected on the basis of political or other similar consideration? Enforced government "sanctions" are not a solution and could be exceedingly dangerous.

These thoughts form the basis of objections, not to Canadianization, but the implications of such a policy. Hopefully they will be given serious consideration.

sports

ROSE MARIE DOYON

Laurentian's field hockey team with a record of 7 wins, 3 losses, 3 ties placed second in the O.V.A.A. intermediate division this season

VEES VOLLEYBALL TEAM WINS TOURNAMENT

Laurentian's Women's Volleyball team won five out of six games with Carleton, Ryerson, Brock, Trent and Sir George Brown at the Ryerson Invitational Tournament. It was a slow start for the team at Queens and Brock University tournaments.

MENS BASKETBALL VEES TAKE TWO ON WEEKEND

David Wells

The mens basketball Vees traveled to Kingston for their first taste of league action on the weekend and came away with 22 point victories over Queens and R.M.C.

On Friday, night the Vees came out cold and were only ahead by a score of 46 - 39 at half time. Laurentians shooting was off and they were continually being out-hustled b for rebounds. Only Jeff Bennetts good play and some good defense kept kept the Vees in the lead. The second half was a different story however as Laurentian came out flying and scored 64 points on way to a final 110 - 88 victory.

Saturday afternoon the Vees went up against a short but hard-working squad from R.M.C. After taking a commanding lead at the start of the game the Vees settled in and held a comfortable 19 point margin at half time. In the second half R.M.C. came out and played well and held the final score to a respectable 102 - 80. The only sore spot for Laurentian in the game was the fact that centre Reni Dolcetti reinjured his left knee and was forced from the game at a time when he was shooting 100% from the field and was controlling the rebounds

While not entirely pleased with the teams performance on the weekend Coach Spears was satisfied with the victories. "We still have a lot of work to do on our defense. Everyone is taking too many chances and leaving us wide open to easy baskets by the opposition. We did get a chance to use all our players in both games so from that aspect the trip was a success. Even though we didn't play perfectly we still won both games and they all count the same in the standings."

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HAPPENINGS

● On Tuesday, November 9 the Students' General Association, in conjunction with other student organizations across Canada, will provide students with an opportunity to discuss issues of concern to them. National Students' Day is important and affects every person involved with post-secondary education, including YOU. The following is the program for the day.

A G E N D A

● 9:00 to 10:30

1. The McKeough-Henderson Report and its Effect on Educational and Social Service Cutbacks -- Room C309 -- Speakers: J. Mays, D. DeStefano, D. Frith
2. Bilingualism and its Application at Laurentian -- Room C203
3. Summer Unemployment Question -- Room C203 -- Speaker: J. Rodriguez
4. Where Does the Monday for Post-Secondary Education Come From? (Federal/Provincial Contribution) -- Room C305 -- Speakers: Dr. E. Monahan, M. Pringle (OFS)

● 10:30 to 12:00

1. Tuition Fee Hikes -- Room F54 -- Speakers: Dr. E. Monahan, M. Pringle (OFS) Fraser Auditorium
2. The Concerns of Student and Labour -- Room C201 -- Speakers: D. Patterson (USWA Local 6500 President), Jim Tester (Former President Mine-Mill Union)
3. International Student Tuition Hikes -- Room F54 -- Speaker: International Student Organization Representative
4. The Role of the Students' Newspaper (Lambda) -- Room: 11th Floor Library Tower -- Speakers: D. McKinnon, J. Thears (Free Chevron)

● 12:00 to 1:30

1. Student Aid (OSAP) -- Room F217 -- Speaker: R. Woloszczuk
2. Women and the Education System (Discrimination in the Job Market) -- Room F215 -- Speakers: J. Ursel, A. Morrison, P. Caulfield
3. The Role of the SGA and OFS -- Room F218 -- Speaker: D. Wilkinson
4. The Problems and Concerns of Native Students -- Room C309 -- Speaker: J. Dumont

● LUNCH BREAK 1:30 - 2:30

PLENARY - GREAT HALL

● 2:30 to 4:30

1. Report from Workshops
2. Discussion of Workshops' Resolutions
3. Final Resolutions from #1 and #2

● SUPPER BREAK 4:30 - 7:00

● HAPPY HOUR in the Pub -- 9:30 to 10:30 p.m.